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(see addenda pages for a summary of updates added by month)

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

Dr. John G. Sperling
Founder and
Chairman of the
Board
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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/Human Resources Management; Master of Management/Public Administration; Master of Science in Accountancy; Master of Science in Administration of Justice and Security; Master of Science in Nursing; Master of Science in Nursing/Health Care Education; Master of Science in Nursing/Informatics; Master of Science in Nursing/Master of Business Administration/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/Secondary Teacher Education; and Master of Arts in Education/Special Education programs: Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program.
This program is approved in Arizona and is authorized for field placements in Washington by the Professional Educators Standards Board. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to http://pathway.pesb.wa.gov/out of state for more information. Teachers are advised to contact their individual school districts as to whether this program may qualify for teacher advancement.

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

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

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

University of Phoenix is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Registration does not mean that credits earned at the institution can be transferred to all other institutions. Minnesota residents may enroll in the following programs: Associate of Arts/Concentration in General Studies, Associate of Arts/Concentration in Communications, Associate of Arts/Concentration in Accounting, Associate of Arts/Concentration in Hospitality, Travel and Tourism, Associate of Arts/Concentration in Foundations of Business, Associate of Arts/Concentration in Accounting, Associate of Arts/Concentration in Hospitality, Travel and Tourism, Associate of Arts/Concentration in Human Services Management, Associate of Arts in Psychology, Associate of Arts/Concentration in Health Care Administration, Associate of Arts/Concentration in Health Care Administration/Medical Records, Associate of Arts/Concentration in Criminal Justice, Associate of Arts/Concentration in Information Technology, Associate of Arts/Concentration in Information Technology/Networking, Associate of Arts/Concentration in Information Technology/Programming, Associate of Arts/Concentration in Information Technology/Web Design, Associate of Arts/Concentration in Information Technology/Information Technology Support, Bachelor of Science in Communication, Bachelor of Arts in English, Bachelor of Science in Environmental Science, Bachelor of Science in Psychology, Bachelor of Science in Health Administration, Bachelor of Science in Criminal Justice Administration, Bachelor of Science in Organizational Security and Management, The Bachelor of Science in Business, Bachelor of Science in Management, Bachelor of Science in Management Concentration in Manufacturing Sector, Bachelor of Science in Accounting, Bachelor of Science in Information Technology, Bachelor of Science in Nursing, Master of Science in Psychology, Master of Health Administration, Master of Health Administration Bridge, Master of Health Administration/Education, Master of Health Administration/Education Bridge, Master of Health Administration/Gerontology, Master of Health Administration/Gerontology Bridge, Master of Health Administration/Informatics, Master of Health Administration/Informatics Bridge, Master of Science/Administration of Justice and Security, Master of Science/Administration of Justice and Security Bridge, Master of Business Administration, Master of Public Administration, Master of Management, Master of Science in Accountancy, Master of Science in Nursing, Master of Science in Nursing/Specialization in Nursing/Health Care Education, Master of Science in Nursing/Specialization in Informatics, Master of Science in Nursing and Master of Health Administration, Doctor of Management in Organizational Leadership, Doctor of Management in Organizational Leadership with a specialization in Information Systems and Technology, Doctor of Health Administration, Visual Communication Certificate, Information Systems Security Certificate, APLUS Fundamentals Certificate, Information Systems Security Minor, Multimedia and Visual Communication Minor, Graduate Health Care Informatics Certificate, Gerontology Health Care Certificate, Graduate Certificate in Human Resources Management, Graduate Accounting Certificate, Graduate Marketing Certificate
ADDENDUM - SUMMARY OF POLICY UPDATES ADDED TO THE CATALOG ON MARCH 1, 2014

GENERAL POLICY UPDATES

The University of Phoenix Family Educational Rights and Privacy Act has been updated. (see CONSUMER INFORMATION)
The Classroom Recording policy has been added. (see THE UNIVERSITY’S TEACHING AND LEARNING MODEL)
The General Eligibility Requirements were updated. (see CONSUMER INFORMATION)

CAMPUS POLICY UPDATES

The Tuition Refund Policy for California has been updated. (see CONSUMER INFORMATION)

PROGRAM POLICY UPDATES

The Certificate Completion Requirements for the CERT/AMD were updated. (see PROFESSIONAL PROGRAMS)
The General Information section was added for the CERT/AMD. (see PROFESSIONAL PROGRAMS)
The program title for the CERT/CCNA was updated. (see PROFESSIONAL PROGRAMS)
The Additional Admission Requirements for the CERT/WA were updated. (see PROFESSIONAL PROGRAMS)
The Program Category Requirements and Course Selections for the MAED/SPE were updated. (see GRADUATE PROGRAMS-COLLEGE OF EDUCATION)
The Course Descriptions for the MAED/SPE were updated. (see GRADUATE PROGRAMS-COLLEGE OF EDUCATION)
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COLLEGE OF HEALTH SCIENCES AND NURSING

International Nursing Honor Society

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Master of Health Administration Concentration in Gerontology

Master of Health Administration Concentration in Informatics

Master of Health Administration Concentration in Sustainability Management

Master of Science in Nursing

Master of Science in Nursing/International

Master of Science in Nursing/Specialization in Nursing/Health Care Education

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UNIVERSITY OF PHOENIX

Beginnings -- A Brief History

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

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

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

In the early 1970s, at San Jose State University in San Jose, California, Sperling and several associates conducted field-based research in adult education. The focus of the research was to explore teaching/learning systems for the delivery of educational programs and services to adult learners who wished to complete or further their education in ways that complemented both their experience and current professional responsibilities. At that time colleges and universities were organized primarily around serving the needs of the 18-22 year-old undergraduate student. That is not all that 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 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.

Official School Colors

University of Phoenix Official School Colors are University of Phoenix Red and University of Phoenix Platinum. These are custom colors and proprietary to the University.

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.

Purpose

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

Accreditation and Affiliations

Regional Accreditation
University of Phoenix is accredited by The Higher Learning Commission and is a member of the North Central Association. University of Phoenix was placed on Notice by The Higher Learning Commission, effective June 27, 2013. Notice is a Commission sanction indicating that an institution is pursuing a course of action that, if continued, could lead it to be out of compliance with one or more Criteria for Accreditation. An institution on Notice remains accredited. At the end of the Notice period, The Higher Learning Commission Board of Trustees may remove the sanction, place the institution on Probation if the identified concerns have not been addressed, or take other action. For additional information, contact The Higher Learning Commission, ncahlc.org

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 and Programs (ACBSP) to offer business degrees in Associate of Arts in Business Foundations, Associate of Arts in Accounting, Bachelor of Science in Business, Bachelor of Science in Accounting, Master of Business Administration, Master of Management, Master of Science in Accountancy, 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 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

http://www.ccne.nche.edu

http://www.acbsp.org

National Center for Education Statistics (NCES)

http://nces.ed.gov

The National Center for Education Statistics (NCES) is operated by the U.S. Department of Education. The NCES was established by Title IV of the Education Amendments of 1965 as the central statistical agency in the Federal Government for collecting, analyzing, and reporting data related to the American educational system.
Enrollment and Student Profile

As of the second quarter ending February 28, 2013, University of Phoenix had an enrollment of 300,800 students and had expanded to in excess of 245 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 2012, the average student is in his or her mid-thirties. Gender of entering students is approximately 67 percent female and 33 percent male. Approximately 44 percent of entering students reporting belonged to an ethnic minority.

University Library

The University of Phoenix Approach to Library Services

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

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

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

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

What is in the University Library?

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

Getting Started with the University Library

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

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

Electronic Reserve Readings

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

Additional Resources for Help

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

How to Contact the University Library

Student Technical Support 1-877-832-4867
Email library@phoenix.edu

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

Current Resources of the University Library

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

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

Active Learning

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

Collaboration

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

Emphasis on Application and Relevance

There is wide agreement in the literature that students learn best when bridges are built between new knowledge and the learners’ experience. Practices that encourage reflection and application are based on the recognition that a learner’s experience provides a context through which he or she is more able to construct meaning from new information. It also makes learning relevant to the learners. In University of Phoenix courses, students’ experiences and current circumstances are interwoven with subject matter in class discussions 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.

Awarding Credit Hours

Credit hours are awarded in accordance with common practice among institutions of higher education. Course content and outcomes are determined by faculty and are delivered in a format informed by adult learning principles and aligned to Carnegie unit guidelines. Achievement of outcomes related to the awarding of credit hours is measured using standard national benchmarks. The University of Phoenix’s faculty-developed and centrally managed curriculum outcomes are focused and designed to engage students through a variety of synchronous and asynchronous instructional strategies inside and outside the online and/or physical classroom. To ensure the appropriate level of curriculum coverage and rigor, students are required to participate in weekly classroom-based learning activities including direct faculty instruction and collaborative learning team activities, and/or additional hours of faculty-directed student engagement using a variety of instructional strategies and online learning activities, which are designed to support the course topics and objectives.

The table below summarizes the minimum required number of hours of faculty-directed (instruction) and student directed (homework) learning activity engagement for each credit award value at all credential levels. Additionally, the table includes the minimum course duration (in weeks) for each credit value necessary for faculty to effectively cover course content, and for students to reasonably assimilate the information, based upon federal guidelines and commonly accepted practices in higher education. All courses which award college credit shall conform to these minimum required hours.
**University of Phoenix College Credit Bearing Course Recommendations**

<table>
<thead>
<tr>
<th>Credits</th>
<th><strong>Minimum required faculty-directed classroom-based hours</strong></th>
<th><strong>Minimum faculty recommended hours for student-directed homework (includes reading, research, study time, and assignment development)</strong></th>
<th><strong>Minimum hours</strong></th>
<th>Minimum required duration of course in total weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
<td>30</td>
<td>45</td>
<td>2 (*22.5/week)</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>60</td>
<td>90</td>
<td>4 (*22.5/week)</td>
</tr>
<tr>
<td>3</td>
<td>45</td>
<td>90</td>
<td>135</td>
<td>5 (*27/week)</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
<td>120</td>
<td>180</td>
<td>6 (*22.5/week)</td>
</tr>
<tr>
<td>5</td>
<td>75</td>
<td>150</td>
<td>225</td>
<td>9 (*25/week)</td>
</tr>
</tbody>
</table>

*Average hours per week, assumes student is generally taking one class at a time

**Other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours must reflect at least an equivalent amount of work as outlined above.

Additional credit values require prior institutional review and approval.

Program length is determined by faculty in accordance with common practice among institutions of higher education. The following list reflects the minimum number of credits generally required at each credential level.

**Degree Level & Minimum Total Credits:**
- Associate’s Degrees: 60
- Bachelor’s Degrees: 120
- Master’s Degrees: minimum 30 hours beyond the Bachelor’s Degree
- Ph.D. or Applied Doctorate: minimum 30 hours beyond the Master’s Degree

**Convenience of Time and Place**

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

**Access**

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

**Program Format**

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

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

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

**Learning Teams**

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

All students enrolled in degree programs and/or designated certif-
icate 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. Students are expected to actively participate in the team’s activities. Students attending a local campus must acknowledge participation in their learning team each week in the Assignments section of eCampus. At the end of each course, students are given the opportunity to evaluate the contributions of each team member to the accomplishment of team goals.

Faculty

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

Staff Screening

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

Student Technology Recommendations and Competencies

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

Technology Recommendations

Hardware and Peripherals

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

- A processor of 2 GHz or faster
- 4GB RAM or greater
- 80GB hard drive or greater
- Cable/DSL connection or better
- Monitor and video card with 1024x768 or greater resolution
- Inkjet or laser printer
- Microphone
- A web camera capable of video conferencing and web editing software
- A DVD/CD-ROM drive may be needed to install software

Students should review manufacturer's system requirements for any additional software or devices they plan on using.

Software and Applications

You need access to and competence in the following applications:

- Operating system
  - Microsoft® Windows® 7 or later
  - Mac OS 10.6 or later, with a Microsoft® Windows® partition required for some courses.
  - Microsoft® Office 2010 or later for a personal computer (PC), Microsoft® Office 2011 for a Mac.
  - Microsoft® Access (for selected courses)
  - Microsoft® Project (for selected courses)
  - 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
  - Adobe® Photoshop
  - Adobe® Dreamweaver
  - Adobe® Flash Professional
  - Adobe® Acrobat Standard
  - LabSim® from TestOut® (Lab support for A+, Network+, Security+, and Linux+ courses)
  - Oracle® Database XE

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 provides access to the following software through the student website for specific courses:
  - Microsoft® Visual Studio.NET
  - Microsoft® Visio
  - Microsoft® SQL Server
  - Red Hat® Enterprise LINUX®
  - Adobe®Flash Professional
  - Adobe® Dreamweaver
  - Adobe® Photoshop
  - Adobe® Acrobat Standard

- 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
- 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 provides access to the following software through the student website for specific courses:
    - Microsoft® Visual Studio.NET
    - Microsoft® Visio
    - Microsoft® SQL Server
    - Red Hat® Enterprise LINUX®
    - Adobe®Flash Professional
    - Adobe® Dreamweaver
    - Adobe® Photoshop
    - Adobe® Acrobat Standard

You will need access to the following Microsoft® Windows® free applications for specific courses:

- Alice Software
- Citrix® Online Plug-in (latest version)
- JAVA™ Runtime Environment, Java™ Development Kit
- VisualLogic

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, SmartPhone, Ipad)

The College of Information Systems and Technology may require access to additional software. Software currently provided by the University on the student website is subject to change and may require students to purchase...
or obtain access to the software. Please look for updated software requirements on your student website.

Students must have access to a Mac computer to complete iOS mobile coursework or the latest Windows operating system to complete Windows mobile coursework. These courses are options in the BSIT/Mobile Development concentration and the Advanced Mobile Development Certificate and as individual courses as electives.

The School of Advanced Studies requires doctoral learners to bring a laptop computer to residencies.

All trademarks are the property of their respective owners.

The technology skills and the hardware and software requirements may be updated at any time because of the rapid rate of change in information technology.

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.

eCampus: Student and Faculty Portal

eCampus is a secure multifunctional electronic gateway to student services, the University Library, class schedules, course materials, the electronic class environment, assignment feedback and grade reports, as well as transcripts. eCampus is accessible 24/7 and requires no special software. Students can login to eCampus from any computer and Internet Service Provider. Student resources on eCampus include the University Library, eBooks, Media Library, Center for Writing Excellence, Center for Mathematics Excellence, student workshops, Life Resource Center, and Phoenix Career Services.

When students are admitted to a program, they are provided with all the information needed to connect to eCampus. Each student’s eCampus login credentials are unique; students must not share their login credentials with anyone.

University of Phoenix students attend class on-campus, online, or in a hybrid modality known as FlexNet®. Regardless of modality, all students use the same materials for a specific course, have access to all student resources available on eCampus, and turn in assignments by accessing assignment links on eCampus.

Discussions and participation during online class weeks are asynchronous, so there is no need to be online at a specific time during each online class week. Class discussions are private, limited to members of the class.

University of Phoenix authorizes Directors of Academic Affairs, Campus College Chairs, and certain university administrators as well as certain faculty to review submissions to the electronic class environment and to assignment links to assist in the resolution of grade disputes, grievances, and charges of academic dishonesty, as well as to confirm and/or investigate other academic-related issues as necessary.

Classroom Recording Policy

Students may not make audio and/or video recordings of University of Phoenix class presentations, activities, and discussions unless the recording occurs with either the prior written consent of the faculty teaching the class and of all students in the class at the time of the recording or pursuant to a University of Phoenix Disabilities Services Office authorized accommodation requiring recording of specific parts of a class session. Faculty wishing to make audio or video recordings of class presentations, activities, and/or discussions must obtain prior written permission of the campus’ Director of Academic Affairs and of all students in the class at the time of the recording.

If a class recording is made with appropriate authorization, unless there is clear and unambiguous prior written approval to the contrary, the recording must not be copied or shared with others, posted on a website to which others have access, or disseminated in any other manner, but shall be used for personal class-related study purposes only by the individual who made the recording. This policy does not apply in courses in which there are explicit curriculum requirements to record students as they seek to fulfill degree program requirements (e.g., some courses in the College of Education and the College of Social Sciences).
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. Any student planning to complete both an associate of arts degree and meet admission requirements for their and a baccalaureate degree must complete all 60 required credits of 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. 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.

<table>
<thead>
<tr>
<th>2013-2014 Online Holiday Calendar</th>
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<tbody>
<tr>
<td>4th of July</td>
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<tr>
<td>Labor Day</td>
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<tr>
<td>Thanksgiving</td>
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<tr>
<td>*Winter Break</td>
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<td>Martin Luther King Jr Day</td>
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<td>President’s Day</td>
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<tr>
<td>Good Friday</td>
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<tr>
<td>Easter</td>
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<tr>
<td>Memorial Day</td>
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*This is considered an institutionally scheduled break.

2013-2014 Online Associates Holiday Calendar

<table>
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<tr>
<th>2013-2014 Online Associates Holiday Calendar</th>
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</thead>
<tbody>
<tr>
<td>Good Friday</td>
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<tr>
<td>Easter</td>
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<tr>
<td>Memorial Day</td>
</tr>
</tbody>
</table>

*This is considered an institutionally scheduled break.

Course Cancellation

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

Directed Study

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

Concurrent Enrollment

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

Dual Enrollment

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

**Multiple University Degrees**

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

- Students must complete an application for each program. (Another application fee (if applicable) is not required).
- Only one degree in a specific discipline may be earned (i.e. only one AA degree, MBA degree, or one BSB degree may be earned, but additional specializations within those degrees 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 unique credits of the additional degree’s required course of study in order to meet residency. A student holding one University of Phoenix undergraduate degree (e.g. BSB) may earn a different degree (e.g. BSIT) 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 competed for each program. Students may earn only one certificate per program (i.e. one HRM, Mediation, PM, etc).

**Guidelines for Additional Degrees by College**

**School of Business- Graduate**

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

**School of Business- Undergraduate**

- Students who have earned an undergraduate degree in Bachelor of Science in Business may not receive a certificate or concentration in the same area of focus. Example: a student may not earn a BSB/PM and a PM certificate; however, students who have completed a certificate may return to receive a Bachelor of Science (BSB) degree with a concentration in the same area as the completed certificate or another approved concentration.

**College of Education**

- Students who earn a MAED/TED-E cannot earn a second degree with MAED/TED-S and vice versa.

**College of Health Sciences and Nursing**

- Students who have earned an undergraduate degree in Bachelor of Science in Health Administration may not receive a certificate in the same area of focus. Example: a student may not earn a BSHA/HM and a HM certificate; however, students who have completed a certificate may return to receive a Bachelor of Science in Health Administration (BSHA) Degree with a concentration in the same area as the completed certificate or another approved concentration.
- Students who have earned a graduate degree in Health Administration (MHA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/GER degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration (MHA) degree with a concentration in the same area as the completed certificate or another approved concentration.
- Students may earn only one MSN degree at University of Phoenix. Students who have completed an MSN degree with University of Phoenix who wish to complete coursework in Health Care Informatics, Nursing/Health Care Education, and/or Family Nurse Practitioner are encouraged to enroll in one of the university's graduate level certificate programs.
- Graduates of the MHA/INF program cannot earn an MSN/INF degree.
- Graduates of the MSN/ED program cannot earn an MHA/ED degree.

**College of Social Sciences**

- Students who have earned an undergraduate degree in Bachelor of Science in Human Services may not receive a certificate in the same area of focus. Example: a student may not earn a BSHS/FCS and a FCS certificate; however, students who have completed a certificate may return to receive a Bachelor of Science in Human Services (BSHS) Degree with a concentration in the same area as the completed certificate or another approved concentration. Students may only complete one certificate from the list below prior to enrolling in the BSHS program: CERT/ADD, CERT/FCS, CERT/GER, CERT/HS.

**College of Criminal Justice and Security**

- Students who are currently enrolled in or have completed the BS/OSM degree program are not eligible to earn an undergraduate certificate in Global and Homeland Security, Organizational Security, or Security Administration.
- Students who have completed a certificate in Global and Homeland Security, Organizational Security, or Security Administration and who later enroll in the BS/OSM degree program may apply a maximum of one certificate’s coursework towards the BS/OSM degree requirements. The certificate must be completed prior to enrolling in the BS/OSM degree program.
- Students may complete a maximum of two undergraduate certificates.

**School of Advanced Studies**

- Students may not complete more than one program from the School of Advanced Studies.

**Maximum Credit Load**

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

**Course Credits**

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

Most courses are three semester credits. Each three-credit course in a five-week session shall consist of 45 hours of student class work. This includes 20 hours of classroom instruction. Required learning team hours constitute the remaining class work requirement. Please note: Hours at University of Phoenix are based on a full 60 minutes, compared with the traditional 50-minute clock hour.

In addition to the class work requirement, students typically complete at least two hours of individual student work out of class for each hour of class work. This time typically consists of individual study time, reading, research and writing.

**Student Identification Numbers**

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

**Name and Social Security Number Changes**

The University requires documentation of legal name and social security number changes. The following primary forms of identification will be accepted: passport, signed Social Security Card, Certificate of Naturalization, or Permanent Resident Card. These forms must illustrate the name exactly how it is requested on the Name Change form. A signed social security card issues by Social Security Administration is required for changed 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.

**Academic Program Re-Entry Policy**

Any student, who has been out of attendance for less than 3 years from the last date of positive recorded attendance in a program applicable course, and has the ability to satisfy all program requirements within their original program completion deadline, is eligible to re-enter their original program. Students who do not meet the above guidelines are subject to the current University, College and program policies.

Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

Any additional Re-Entry Requirements/Restrictions are noted within the specific program/program version policies.

**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

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. Amount of credits applied for nontraditional credits may vary based on the students state or jurisdiction of residence and degree program of choice.

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.

Transferrability 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.

For all new students who have never attended University of Phoenix before, 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.
able diligence, should have been discovered.

a. Allegations of sex discrimination must be presented to Camie Pratt, Associate Vice President and Title IX Coordinator, Office of Dispute Management, 4025 S. Riverpoint Parkway, Mailstop CF-SX01, Phoenix, AZ 85040, 602.557.3391, TitleIX@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. If the allegations presented lack sufficient clarity for the Title IX Coordinator to make this determination, the Title IX Coordinator will seek clarification from the individual filing the grievance regarding the allegations.

   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:

      1. If the accusation is against a faculty then the Faculty Code of Conduct procedures apply.
      2. If the accusation is against a student then the Student Code of Conduct procedures apply.
      3. 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. Timeframe for Conducting Title IX complaints:

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

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

   i. Campus Director of Academic Affairs, 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:

      1. If the accusation is against a faculty then the Faculty Code of Conduct procedures apply.
      2. If the accusation is against a student then the Student Code of Conduct procedures apply.
      3. If the accusation is against an employee then the appropriate campus director or their designee will contact Human Resources and human resources policies for processing claims of discrimination will be followed.

      4. In the event that the University finds that the discrimination was not caused by an individual’s actions, but rather by a discriminatory policy or practice, the University will take steps to remedy the discrimination and prevent its recurrence. These steps may include revising a policy or practice that has resulted in discrimination, eliminating the policy or practice, and/or addressing any effects of the discrimination on the individual filing the grievance.

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 petting, 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 Grievance Procedures

1. Students, faculty, or staff alleging harassment should present their grievance as soon as possible after the incident(s) that gave rise to the allegation(s). In most cases a grievance must be presented within six weeks after the alleged incident(s).

   a. The following is an exception to the six-week limitations period:

      i. If the alleged harassment occurs in the context of a student’s involvement in a particular course, the student may file a grievance within six weeks after the student’s grade in that particular course has been issued, even if the last act of alleged harassment within that course occurred more than six weeks prior to the presenting of the grievance.

2. Additionally, an exception to the six week limitation period will be granted upon a showing of good cause, including the existence of extenuating circumstances that prevented the student from filing the grievance (e.g., incapacitation).

   a. Allegations of sexual harassment must be presented to Camie Pratt, Associate Vice President and Title IX Coordinator, Office of Dispute Management, 4025 S. Riverpoint Parkway, Mailstop CF-SX01, Phoenix, AZ 85040, 602.557.3391, TitleIX@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 sexual harassment and the alleged actions. If the allegations presented lack sufficient clarity for the Title IX Coordinator to make this determination, the Title IX Coordinator will seek
clarification from complainant regarding the allegations.
n. If the Title IX Coordinator finds that there is a factual connection between the allegation of sexual harassment and the alleged actions then one of the following procedures will be followed:
   1. If the accusation is against a faculty then the Faculty Code of Conduct procedures apply.
   2. If the accusation is against a student then the Student Code of Conduct procedures apply.
   3. If the accusation is against an employee then the Title IX Coordinator or their designate 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.
iv. Timeframe for Conducting Title IX complaints:
   1. Investigation - a prompt, thorough, and impartial investigation will be conducted within 60 days barring any unusual complexity.
   2. Opposing parties will receive notice of the outcome of the complaint within 30 days of the close of the investigation barring any unusual complexity.
   3. 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:
      1. If the accusation is against a faculty then the Faculty Code of Conduct procedures apply.
      2. If the accusation is against a student then the Student Code of Conduct procedures apply.
      3. If the accusation is against an employee then the appropriate campus director or their designate will contact Human Resources and human resources policies for processing claims of harassment will be followed.
   4. In the event that the University finds that the discrimination was not caused by an individual’s actions, but rather by a discriminatory policy or practice, the University will take steps to remedy the discrimination and prevent its recurrence. These steps may include revising a policy or practice that has resulted in discrimination, eliminating the policy or practice, and/or addressing any effects of the discrimination on the individual filing the grievance.
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
The University recognizes and accepts its obligations under the Americans with Disabilities Act of 1990, the Rehabilitation Act of 1974 and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of a disability and requiring the University to provide reasonable accommodations to qualified disabled students in all University programs and activities.
Determination of reasonable accommodations and compliance with the ADA and Rehabilitation Act for students are managed by the Disability Services Office with oversight by the University Office of Compliance. No student shall be retaliated against for seeking accommodation under this policy or for participating in any complaint procedures brought against the University for its noncompliance with the policy.

Disability Services Office Contact Information
The Disability Services Office provides students with the opportunity to determine the advisor associated with the campus location they attend and how to contact the advisor, via e-mail, 24 hours a day. To find your advisor, please visit: http://www.phoenix.edu/students/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.

**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

All institutions participating in federal financial aid programs are required to provide enrolled and potential students and current and prospective employees available consumer information. This guide provides you with important information and institutional policies. Where applicable, each section lists specific locations where additional information is available. To request and receive this information in writing, contact the campus director or designee at each University of Phoenix location during regular business hours. A list of campus locations is available at http://www.phoenix.edu/campus-locations.html.

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
- Arizona State Board for Private Postsecondary Education
- Arkansas Department of Higher Education
- California Bureau for Private Postsecondary Education
- Colorado Department of Higher Education, Commission on Higher Education
- Connecticut Office of Higher Education
- Delaware Department of Education
- Government of the District of Columbia, Education Licensure Commission
- Florida Commission for Independent Education
- Georgia Nonpublic Postsecondary Education Commission
- Hawaii Higher Education Commission
- Idaho State Board of Education
- Illinois Board of Higher Education
- Indiana Board for Proprietary Education
- Iowa College Student Aid Commission
- Kansas Board of Regents
- Kentucky Council on Postsecondary Education
- Louisiana Board of Regents
- Maryland Higher Education Commission
- Massachusetts Board of Higher Education
- Michigan Commission on Colleges and Schools Board of Regents
- Minnesota Office of Higher Education
- Mississippi Commission on College Accreditation
- Missouri Coordinating Board for Higher Education
- Montana Office of the Commissioner of Higher Education
- Nebraska Coordinating Commission for Postsecondary Education
- Nevada State Commission on Postsecondary Education
- New Jersey Secretary of 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
- 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
- The State Council of Higher Education for Virginia
- State of Washington Higher Education Coordinating Board
- West Virginia Higher Education Policy Commission
- 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

Regional Accreditation
University of Phoenix is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (HLC/NCA). University of Phoenix was placed on Notice by The Higher Learning Commission, effective June 27, 2013. Notice is a Commission sanction indicating that an institution is pursuing a course of action that, if continued, could lead it to be out of compliance with one or more Criteria for Accreditation. An institution on Notice remains accredited. At the end of the Notice period, The Higher Learning Commission Board of Trustees may remove the sanction, place the institution on Probation if the identified concerns have not been addressed, or take other action. For additional information, contact The Higher Learning Commission, ncahlc.org

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/#ncahlc.org

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

ACBSP
11520 W. 119th St.
Overland Park, KS 66213
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 Programs (CCNE) and the Commission on Accreditation for Nursing Education (ACNE).
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/ccne-accreditation

College of Education/Education Programs
The Teacher Education Accreditation Council accreditation of the MAED/TED Elementary and Secondary programs expired on December 31, 2013. TEAC accreditation is voluntary and does not affect state approval of these programs.

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)
- Indiana Department of Education (IDOE)
- New Mexico Department of Elementary and Secondary Education
- Nevada Department of Education (NDE)
- Oregon Teacher Standards and Practices Commission
- Texas Education Agency (TEA)
- Utah State Office of Education (UTOE)

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

College of Social Sciences and Counseling Programs
The Master of Science in Counseling Mental Health Counseling (offered at physical campus locations in Utah) and Master of Science in Counseling Clinical Mental Health Counseling (offered at physical campus locations in Arizona) are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

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

Additional Information
A student can view additional information at http://www.phoenix.edu/about_us/accreditation.html. To obtain a copy of University accreditation and licensure documents, or information on how to contact any of the agencies that regulate the University, contact the Apollo Legal Department at 602.557.8232.

Academic Programs, Facilities and Instructional Personnel Information
Academic program offerings and instructional facilities vary according to geographic area and delivery mode at the local campus or online campus. Not all programs are available at all locations.

Academic Programs
University of Phoenix offers undergraduate and graduate programs in business and management, information systems and technology, criminal justice and security, human services, nursing and health care, social and behavioral sciences, natural sciences, the humanities and education. Detailed information regarding academic programs offered at specific instructional facilities is located at http://www.phoenix.edu/programs/degree-programs.html and the appropriate Academic Catalog at http://www.phoenix.edu/programs/degree-programs/ academic-catalog.html. Admissions and program requirements vary by state. Please refer to the Academic Catalog for state and/or program-specific information.

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 assessments. 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
1625 W. Fountainhead Parkway
Mail Stop: AA-S402
Tempe, AZ 85282-2371
800.366.9699

Articulation Agreements
A list of institutions that University of Phoenix has established articulation agreements with can be viewed at http://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.html.

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

The University Credit Transfer Policy and be viewed at http://www.phoenix.edu/tuition_and_financial_options/policies/ credit_transfer_policy.html.

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

**Disability Services**

The University recognizes and accepts its obligations under the Americans with Disabilities Act of 1990, the Rehabilitation Act of 1974 and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of a disability and requiring the University to provide reasonable accommodations to qualified disabled students in all University programs and activities. Determination of reasonable accommodations and compliance with the ADA and Rehabilitation Act for students are managed by the Disability Services Office with oversight by the University Office of Compliance. No student shall be retaliated against for seeking accommodation under this policy or for participating in any complaint procedures brought against the University for its noncompliance with the policy.

**Disability Services Office Contact Information**

The Disability Services Office provides students with the opportunity to determine the advisor associated with the campus location they attend and how to contact the advisor, via e-mail, 24 hours a day. To find your advisor, please visit: [http://www.phoenix.edu/students/disability-services/advisors.html](http://www.phoenix.edu/students/disability-services/advisors.html).

**General Contact Information**

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

**Central Administration**

University of Phoenix
1625 West Fountainhead Pkwy
Mail Stop: CF-SX03
Tempe, AZ 85282-2371
800.366.9699

**Online Campus**

University of Phoenix
3157 E. Elwood St
Mail Stop: CF-B105
Phoenix, AZ 85034
866.766.0766

**Admissions and Records Service Center**

4025 S. Riverpoint Parkway
Mail Stop: CF-A208
Phoenix, AZ 85040
800.866.3919
480.446.4600
ARSC@phoenix.edu

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

**Faculty**

University faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, human services professionals and leaders in other professional areas who also possess advanced degrees. A list of faculty may be obtained at each local campus. To find a local campus, go to [http://www.phoenix.edu/campus-locations.html](http://www.phoenix.edu/campus-locations.html). Faculty profiles can be found at [http://www.phoenix.edu/faculty/our_faculty.html](http://www.phoenix.edu/faculty/our_faculty.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% 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. The graduation rates shown below represent students from the 2006-2007 cohort and the percentages of those students who graduated by Aug. 31, 2012. For the graduation rates, please go to [http://www.phoenix.edu/about_us/regulatory/consumer-information.html](http://www.phoenix.edu/about_us/regulatory/consumer-information.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. The table shown below is the percentage of FTFT bachelor’s degree-seeking students from the previous fall who were still enrolled in the next fall. For the retention rates, please go to [http://www.phoenix.edu/about_us/regulatory/consumer-information.html](http://www.phoenix.edu/about_us/regulatory/consumer-information.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.html](http://www.phoenix.edu/about_us/regulatory/consumer-information.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’s four-year degree programs enrolled. Approximately 16 % of students who completed a bachelor’s degree from University of Phoenix between July 1, 2011, to June 30, 2012, 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 Science in Administration of Justice and Security
• Master of Information Systems
The data is derived from the IPEDS Completions Survey (July 1, 2011, to June 30, 2012 data) and the IPEDS Fall Enrollment Survey (August 1, 2012, to October 31, 2012, 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

Thirty-two percent of University of Phoenix master program graduates indicated they planned to attend a doctoral level program.
• Of this 32%, 6% are currently pursuing a doctoral degree at University of Phoenix.

Sixty-three percent of University of Phoenix bachelor program graduates indicated they planned to attend a master level program.
• Of this 63%, 27% are currently pursuing a master degree at University of Phoenix.

Working Alumni
Based on responses from the Alumni Association’s 2012 survey, the following represents the types of industry in which our alumni work:

University of Phoenix Employment by Industry

<table>
<thead>
<tr>
<th>Industry</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Services</td>
<td>17%</td>
</tr>
<tr>
<td>Education</td>
<td>13%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>6%</td>
</tr>
<tr>
<td>Retail Trade (Non-Restaurant)</td>
<td>5%</td>
</tr>
<tr>
<td>Technology</td>
<td>5%</td>
</tr>
<tr>
<td>State and Local Government</td>
<td>4%</td>
</tr>
<tr>
<td>Federal Government</td>
<td>4%</td>
</tr>
<tr>
<td>Business Services</td>
<td>2%</td>
</tr>
<tr>
<td>Social Services</td>
<td>2%</td>
</tr>
<tr>
<td>Insurance</td>
<td>3%</td>
</tr>
<tr>
<td>Transportation</td>
<td>3%</td>
</tr>
<tr>
<td>Finance/Financial Services</td>
<td>3%</td>
</tr>
<tr>
<td>Banking</td>
<td>3%</td>
</tr>
<tr>
<td>Military</td>
<td>2%</td>
</tr>
</tbody>
</table>

Question #40: In what industry do you work? Bases: Respondents that are employed; 25,214.

Alumni Occupations
The following represents occupations of University of Phoenix alumni, based on a survey completed in 2012 between January 25 and March 2 by 31,506 respondents:

University of Phoenix Alumni Occupations

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineer/Architect (including technology)</td>
<td>13%</td>
</tr>
<tr>
<td>Finance/Accountant</td>
<td>10%</td>
</tr>
<tr>
<td>Teacher/Educator/Education Administrator</td>
<td>9%</td>
</tr>
<tr>
<td>Sales/Marketing Representative</td>
<td>6%</td>
</tr>
<tr>
<td>Registered Nurse/Other Nursing Professional</td>
<td>5%</td>
</tr>
<tr>
<td>Executive/Manager/Administrator</td>
<td>5%</td>
</tr>
<tr>
<td>Operations/Administrator</td>
<td>5%</td>
</tr>
<tr>
<td>Technician/Technologist</td>
<td>4%</td>
</tr>
<tr>
<td>Other Health Professional</td>
<td>4%</td>
</tr>
<tr>
<td>Protective Services (Police, Fire, Security)</td>
<td>3%</td>
</tr>
<tr>
<td>Admin Support, Records/Data Processor</td>
<td>2%</td>
</tr>
<tr>
<td>Consultant</td>
<td>2%</td>
</tr>
<tr>
<td>Human Resources</td>
<td>2%</td>
</tr>
<tr>
<td>Psychologist, Counselor, Social Worker</td>
<td>2%</td>
</tr>
<tr>
<td>Business Owner</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
</tr>
</tbody>
</table>

Question #41: What is your occupation? Bases: Respondents that are employed; 25,214.

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. This is an overview of the information contained in the Institutional Report for University of Phoenix.

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 at https://myapply.phoenix.edu/Apply/Login.aspx and registering for courses in an eligible degree program. Admissions and program requirements vary by state. Please refer to the Academic Catalog for state and/or program specific information at http://
www.phoenix.edu/programs/degree-programs/academic-catalog.html.

During the application process, the following forms may be completed for federal financial aid grants and loans:

- Free Application for Federal Student Aid (FAFSA)
- University of Phoenix Financial Aid Application
- Federal Direct Loan Master Promissory Note (MPN)
- Entrance counseling
- Authorization to Apply to Future Charges form if, and only if, a student chooses this option
- Student Financial Agreement form

The University highly recommends using the online financial aid application process at https://faw.phoenix.edu/. This web page allows a student to complete and electronically sign University required financial aid documents, and directs them to complete the FAFSA and MPN.

Students interested in utilizing financial aid programs should complete all required application materials each academic year. An academic year is defined as the period of time a student successfully completes a minimum of 24 credit hours and 30 weeks of instructional time. A student should reapply for financial aid prior to the start of each new academic year.

The average processing time for financial aid awards is 90 days.

**Statement of Educational Purpose**

The parent or student signing a Free Application for Federal Student Aid (FAFSA) certifies the following: (1) use federal and/or state student financial aid only to pay the cost of attending an institution of higher education, (2) is not in default on a federal student loan or has made satisfactory arrangements to repay it, (3) does not owe money on a federal student grant or has made satisfactory arrangements to repay it, (4) will notify college if defaulting 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 FAFSA agrees, if asked, to provide information that will verify the accuracy of the completed form. This information may include federal or state income tax forms filed or are required to file. In addition, the parent or student certifies and understands that the Secretary of Education has the authority to verify information reported on this application with the IRS and other federal agencies. If the parent or student signs any document related to the federal student aid programs electronically using a personal identification number (PIN), that person certifies that he or she is the person identified by the PIN and has not disclosed that PIN to anyone else. If the parent or student purposely gives false or misleading information, you may be fined up to $20,000, sent to prison, or both.

**Referrals to the Office of Inspector General**

University of Phoenix is required by law to make referrals to the Office of Inspector General any time there is credible information or evidence that an applicant (student) may have engaged in fraud or other criminal misconduct in connection with the application involving federal financial aid programs.

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**FEDERAL, STATE AND INSTITUTIONAL FINANCIAL AID PROGRAMS**

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. Certificate programs may also be eligible for federal financial aid. Depending on the program, student eligibility may be need-based, non-need-based, credit-based or dependent on other specific conditions.

Students may also be eligible to receive funding through state grant or scholarship programs in their states where available. 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 http://www.phoenix.edu/campus-locations.html.

**General Eligibility Requirements**

General eligibility requirements for federal financial aid are as follows:

- Demonstrate financial need (for most programs).
- Be a U.S. citizen or an eligible noncitizen.
- Have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
- Be registered with Selective Service, if you’re a male (you must register between the ages of 18 and 25).
- Be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program.
- Be enrolled at least half-time to be eligible for Direct Loan Program funds.
- Maintain satisfactory academic progress in college or career school.

- Sign statements on the Free Application for Federal Student Aid (FAFSA) stating that:
  - You are not in default on a federal student loan and do not owe money on a federal student grant and
  - You will use federal student aid only for educational purposes.
  - Show you are qualified to obtain a college or career school education by having a high school diploma or
  - Final high school transcript that shows the date a diploma was awarded
  - a recognized equivalent such as a General Educational Development (GED) certificate
  - California High School Proficiency Examination (CHSPE) Certificate
  - Completed homeschooling at the secondary level in a state that confers high school diplomas

For additional eligibility requirements, go to http://studentaid.ed.gov/eligibility/basic-criteria.

*Federal aid funding is available only for those credits required to complete the student’s primary program of study. Federal aid funding will cease once the maximum number of credits for the primary program have been completed. Federal financial aid may not be available for additional coursework in the pursuit of a concentration or otherwise, if not included within the requirements of the primary program of study.

**Federal Grant Programs**

University of Phoenix participates in the following federal grant programs:

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Federal Pell Grant

A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants are awarded usually only to undergraduate students who have not earned a bachelor’s or a professional degree. Effective on July 1, 2012, you can receive the Federal Pell Grant for no more than 12 semesters or the equivalent: http://studentaid.ed.gov/types/grants-scholarships/pell/calculate-eligibility

For more detailed information on eligibility and how to apply for the federal Pell Grant, visit http://studentaid.ed.gov/types/grants-scholarships/pell.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG program is for undergraduates with exceptional financial need. Pell Grant recipients with the lowest expected family contributions (EFCs) will be considered first for a FSEOG. The FSEOG does not have to be repaid.

For more detailed information on eligibility and how to apply for the FSEOG, visit http://studentaid.ed.gov/types/grants-scholarships/psieg.

Iraq and Afghanistan Service Grant (IASG)

A student whose parent or guardian was a member of the U.S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after September 11, 2001, may be eligible to receive the Iraq and Afghanistan Service Grant.

For more detailed information on eligibility and how to apply for the IASG, visit http://studentaid.ed.gov/types/grants-scholarships/iraq-afghanistan-service.

Teacher Education Assistance for College and Higher Education (TEACH) Grant Program

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to $4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families.

For more detailed information on eligibility and how to apply for the TEACH Grant, visit http://studentaid.ed.gov/types/grants-scholarships/teach. For a list of TEACH eligible programs please visit http://www.phoenix.edu/about_us/regulatory/consumer-information.html.

State Grant Programs

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. Contact a Finance Advisor at 866.766.0766 for additional information on state grant and/or scholarship programs. A list of campuses is available at http://www.phoenix.edu/campus_locations.html.

The actual amount of state grants awarded to any student is contingent on the 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 budgetary constraints, 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.

For information regarding the grants offered by the University - how to apply, eligibility, deadlines, etc., visit http://www.phoenix.edu/about_us/regulatory/consumer-information.html. For additional specific eligibility information, the institution may contact you directly when determining grant eligibility.

Institutional Grant Programs

University of Phoenix is committed to providing financial assistance opportunities through institutional grant programs for potential and current students. Various institutional grants are offered throughout the year. For a complete list of current institutional grant offerings, please visit http://www.phoenix.edu/institutionalgrants.

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://www.phoenix.edu/tuition_and_financial_options/scholarships.html to meet the needs of students. This website features scholarships offered, scholarship resources, tips, suggestions, articles, an external scholarship search engine and much more.

Institutional Scholarships

University of Phoenix offers a number of institutional scholarships http://www.phoenix.edu/tuition_and_financial_options/scholarships/institutional-scholarships.html. The University often partners with nonprofit organizations to promote scholarship programs. These scholarships are available to potential students, current students or alumni. The CSE 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.

External Scholarships

Private outside entities develop and fund external scholarships, some of which are listed at http://www.phoenix.edu/tuition_and_financial_options/scholarships/external-scholarships.html. External scholarships are available to the general public, which may include University of Phoenix students. Your eligibility for external scholarships depends on qualifying requirements that vary from scholarship to scholarship. The Center for Scholarship Excellence (CSE) evaluates external scholarship programs, determines applicability to the University student populations, and communicates these opportunities to students and campuses. The website is updated regularly as opportunities become available.

Loans

Students should contact a Finance Advisor at 866.766.0766 for additional information on financial aid programs available at your campus. A list of campuses is available at http://www.phoenix.edu/campus_locations.html.

Federal Perkins Loan Program

A Federal Perkins Loan is a low-interest (5 %) loan for both undergraduate and graduate students with exceptional financial need. The University is the lender, and the loan is made with government funds. Students receiving Federal Perkins Loans must repay this loan to the University.

Due to limited funds, not everyone who qualifies for a Perkins
Loan will receive one. The University maximum lending amount is $4,000 per award year, with a federal lifetime maximum borrowing limit of $27,500 for an undergraduate. For a graduate, the University maximum lending amount is $4000 per award year, with a federal lifetime maximum borrowing limit of $60,000 (including amounts borrowed as an undergraduate).

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), visit http://ifap.ed.gov/dpcletters/attachments/GEN1219PNAAttach.pdf

Borrower’s Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower’s Rights and Responsibilities Statement. For more detailed information on eligibility and how to apply for the Perkins Loan Program, visit http://studentaid.ed.gov/types/loans/perkins

Federal Direct Loan (DL) Program

Direct Loans, from the William D. Ford Federal Direct Loan Program, are low-interest loans for eligible students to help cover the cost of higher education. Eligible students borrow directly from the U.S. Department of Education at participating schools.

Direct Subsidized Loans - Direct Subsidized Loans are for students with financial need. The University will review the results of the FAFSA and determine the amount a student can borrow. The student is not charged interest while enrolled in school at least half-time.

New for 2013-2014 Award Year

On July 6, 2012, the Moving Ahead for Progress in the 21st Century Act (MAP-21) (Public Law 112-141) was enacted. MAP-21 added a new provision to the Direct Loan statutory requirements that limits a first-time borrower’s eligibility for Direct Subsidized Loans to a period not to exceed 150 percent of the length of the borrower’s educational program. Under certain conditions, the provision also causes first-time borrowers who have exceeded the 150 percent limit to lose the interest subsidy on their Direct Subsidized Loans. Only first-time borrowers on or after July 1, 2013 are subject to the new provision. Generally, a first-time borrower is one who did not have an outstanding balance of principal or interest on a Direct Loan or on a FFEL Program Loan on July 1, 2013.

Beginning June 28, 2013, entrance counseling materials on https://studentloans.gov/myDirectLoan/index.action will, as a temporary measure, include a link to information regarding the 150 percent limit in the attached documents.

Direct Unsubsidized Loans - The student is not required to demonstrate financial need to receive a Direct Unsubsidized Loan. Like subsidized loans, the University will determine the amount a student can borrow. Interest accrues (accumulates) on an unsubsidized loan from the time it is first paid out. The student can pay the interest while in school and during grace periods and deferment or forbearance periods, or can allow it to accrue and be capitalized (that is, added to the principal amount of the loan). If a student chooses not to pay the interest as it accrues, this will increase the total amount to be repaid because the student will be charged interest on a higher principal amount.

Terms and Conditions - Students who receive a Direct Loan are subject to the terms and conditions disclosed on the Federal Direct Loan Master Promissory Note (MPN) http://www2.ed.gov/offices/OSFAP/DirectLoan/pubs/dlplain.pdf and the Direct Loan Disclosure Statement http://www2.ed.gov/offices/OSFAP/DirectLoan/pubs/dlrigh.pdf, attached to the Master Promissory Note (MPN). For more detailed information on eligibility and how to apply for the federal Direct Loan Program, visit http://www.studentaid.ed.gov/types/loans/subsidized-unsubsidized

Federal Direct PLUS loan for parent(s)

Parents of dependent students may apply for a Direct Parent Loan for Undergraduate Student (PLUS) to help pay their child’s education expenses as long as certain eligibility requirements are met.

Terms and Conditions - Students whose parent(s) receive a PLUS loan are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at http://www.direct.ed.gov.mpn.html.

Borrower’s Rights and Responsibilities - Parents receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower’s Rights and Responsibilities Statement, http://www2.ed.gov/offices/OSFAP/DirectLoan/pubs/plusrigh.pdf, attached to the Master Promissory Note (MPN). For more detailed information on eligibility and how to apply for Direct Parent PLUS loans, visit http://www.studentaid.ed.gov/types/loans/plus

Federal Direct PLUS loan for Graduate and Professional Degree Students

Graduate and professional degree students can borrow a Direct PLUS Loan to help cover education expenses. The terms and conditions applicable to PLUS Loans for parents also apply to PLUS Loans for graduate and professional students. These terms and conditions include: (1) a determination that you (the applicant) do not have an adverse credit history and (2) a fixed interest rate of 7.9% for Direct PLUS Loans.

Terms and Conditions - Students who receive a PLUS Loan for Graduate and Professional students are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at http://www.direct.ed.gov.mpn.html.

Borrower’s Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower’s Rights and Responsibilities Statement, http://www2.ed.gov/offices/OSFAP/DirectLoan/pubs/plusrigh.pdf, attached to the Master Promissory Note (MPN). For more detailed information on eligibility and how to apply for the Direct PLUS loan for Graduate and Professional students, visit http://studentaid.ed.gov/types/loans/plus

Loan Origination Fee Changes

The loan fee for Direct Subsidized Loans and Direct Unsubsidized Loans with a first disbursement after March 1, 2013, is increased from 1.0 percent to 1.051 percent. For example, the fee on a $5,500 loan will increase by $2.80 from $55.00 to $57.80.

The loan fee for Direct PLUS Loans (for parent borrowers and graduate and professional student borrowers) with a first disbursement after March 1, 2013, is increased from 4.0 percent to 4.204 percent. For example, the fee on a $10,000 PLUS Loan will increase by $20.40 from $400.00 to $420.40.

For more information regarding Federal Student Loan Fees, please visit http://studentaid.ed.gov/types/loans/interest-rates.

Federal Direct Subsidized and Unsubsidized Annual Loan
Limit

Federal Direct Subsidized and Unsubsidized Annual and Aggregate Loan Limits are as follows:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Dependent Undergraduate Student</th>
<th>Independent Undergraduate Student</th>
<th>Graduate/Professional Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Freshman</td>
<td>$5,500 - No more than $3,500 of this amount can be subsidized loan</td>
<td>$9,500 - No more than $3,500 of this amount can be subsidized loan</td>
<td>$20,500</td>
</tr>
<tr>
<td>2 Sophomore</td>
<td>$6,500 - No more than $4,500 of this amount can be subsidized loan</td>
<td>$10,500 - No more than $4,500 of this amount can be subsidized loan</td>
<td></td>
</tr>
<tr>
<td>3 &amp; 4 Junior and Senior</td>
<td>$7,500 - No more than $5,500 of this amount can be subsidized loan</td>
<td>$12,500 - No more than $5,500 of this amount can be subsidized loan</td>
<td></td>
</tr>
<tr>
<td>Maximum Total Debt from Stafford Loans aggregate loan limits</td>
<td>$31,000 - No more than $23,000 of this amount may be in subsidized loans</td>
<td>$57,500 - No more than $23,000 of this amount may be in subsidized loans</td>
<td>$138,500 - No more than $65,500 of this amount may be in subsidized loans</td>
</tr>
</tbody>
</table>

Undergraduate certificate programs - Loan limits are based on the length of the program. For certificates that are less than an academic year, the $9,500 loan limits would be prorated by the lesser fraction of the weeks or credits in the program, divided by the University academic year definition of weeks or credits. For students in undergraduate certificate programs that are greater than an academic year, the maximum amount borrowed is $9,500 per academic year. For final academic years less than 24 credits (graduating students in undergraduate degree or certificate programs that are greater than an academic year) - loan limits will be prorated based on the number of credits in the final academic year divided by 24. Please note students may also receive less funding if they receive other financial aid used to cover a portion of cost of attendance.

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

Education Loan Interest Rates

For information regarding Federal Student Loan Interest Rates, including those in effect as of July 1, 2013, please visit http://studentaid.ed.gov/types/loans/interest-rates.

Interest Rate Cap for Military Members

During military service, students who qualify under the Service Members Civil Relief Act may have a 6% interest rate cap on the loans the interest rate on loans you obtained before entering military service. Qualifying students must contact their loan servicer to request this benefit.

In addition, no interest is charged (for a period of no more than 60 months) on Direct Loans first disbursed on or after October 1, 2008, while a borrower is serving on Active Duty or performing qualifying National Guard duty during a war or other military operation or other emergency, and serving in an area of hostilities qualifying for special pay.

Prior Federal Loans and Financial Aid History

Current federal financial aid borrowers can check the interest rate, servicer information and other financial aid history, via the National Student Loan Data System (NSLDS) at http://www.nslds.ed.gov/.

Private Student Loans

Private student loans may be available to both students and parents who are not eligible for federal financial aid or who need assistance beyond their financial aid eligibility. These loans are made privately through lenders and other financial institutions and are subject to a credit review and individual lender terms and conditions. The lender determines eligibility and amounts are limited to the cost of education minus other aid. These loans are not subsidized or guaranteed by the federal government. The University recommends private loans only be considered after applying for federal financial aid. More information is available at http://www.phoenix.edu/tuition_and_financial_options/financial_options/private-student-loans.html.

To assist with finding the right lender for a private loan, visit the Student Lending Analytics website, http://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. Contact the lender for specific terms and conditions.
**Financial Aid Awarding**

For students who have completed all required financial aid application materials, the University will evaluate student eligibility for federal, state and institutional aid programs.

If a student is eligible, Student Financial Services - Operations calculates an estimated financial aid award and provides notification to the student. The notification includes eligibility information for each financial aid program awarded, as well as the amount and anticipated disbursement dates. This notification may be electronic. Generally, financial aid awards are divided into two payment periods. Each payment period requires at least 12 credits successfully completed and at least 15 instructional weeks. Payment periods are based on individual course schedules and follow academic year requirements (a minimum of 24 credit hours and 30 weeks of instructional time).

Federal Pell Grant eligibility for an undergraduate student is estimated before originating a Direct subsidized or unsubsidized loan. In addition, a Direct unsubsidized loan is not originated without first determining the need for a Direct subsidized loan. However, if the amount of the Direct subsidized loan is $200 or less and the amount can be included as part of a Direct unsubsidized loan, the University is not required to originate a separate subsidized loan. For a dependent student, the University may originate and disburse Parent PLUS funds without determining federal Pell Grant and Direct subsidized loan eligibility. For a graduate student, the University must determine graduate/professional maximum Direct unsubsidized loan eligibility before originating a Graduate/Professional PLUS Loan.

Federal Supplemental Educational Opportunity Grant (FSEOG) eligibility for undergraduate students is determined by the expected family contribution (EFC) for the current award year. Awards are made beginning with the lowest EFC until program funds are obligated.

Federal Perkins Loan eligibility for undergraduate and graduate students is determined by the EFC for the current award year. Awards are made beginning with the lowest EFC until program funds are obligated.

State grant program eligibility is determined by each state authority. The University is notified of student eligibility by the state authority.

Institutional grant and scholarship eligibility determination will vary.

**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 of instructional time requirements. An academic year has no calendar time constraints and continues through periods of nonattendance that are less than 180 days until both the credit and weeks requirement are met. A week of instructional time includes at least one academic-related activity for financial federal aid.

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, and federal financial aid may not completely cover the cost of attendance and related charges.

Federal regulations prohibit payment for auditing a course or payment for any course 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.

**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. The Central Processing System prints an asterisk next to the expected family contribution (EFC) on the Institutional Student Information Report (ISIR), Student Aid Report (SAR) or SAR Acknowledgement to identify the student has been selected for verification.

The purpose of verification is to maintain the integrity of federal financial aid programs by verifying the information provided by students and parents on financial aid applications. Federal regulations require verification be completed. Verification is not required to be completed in cases where the student is awarded only non-need-based aid such as Direct unsubsidized loans and PLUS Loans.

If a student is selected for verification, the University will request the student to provide all applicable documentation, which may include, but is not limited to, the following:

- IRS-issued federal tax return transcript(s)
- Verification worksheet
- Verification of household member(s) receiving Supplemenal Nutrition Assistance Program (SNAP) benefits
- Verification of child support paid
- Documentation of high school completion
- Government-issued photo identification
  - To comply with 18 USC § 701, the University is unable to make or accept photo copies of military identification cards. Copies of military identification cards will not be accepted.
- Statement of Educational Purpose

Additional documents may be required by the University to complete the verification process. A student will receive written notification from the University of verification requirements, required documentation, and the timelines for completion of the process. Failure to comply with a request for verification documents within 30 days of receiving written notification from the University can result in the deactivation of the federal financial aid application.

A Pell Grant applicant selected for verification must complete the process by the published deadline, September 26, 2014, or 120 days after the last day of the student’s enrollment, whichever is earlier.
Cost of Attendance Policy

A student’s cost of attendance (COA) is established solely for use in calculating federal financial aid eligibility and awarding for a specific period of enrollment. The University reviews and, if necessary, updates each component annually, referencing the College Board website at http://professionals.collegeboard.com/higher-ed, the National Retail Federation Survey and actual institutional data. The University uses estimated monthly living expenses, and an average cost of tuition, electronic course materials and books. Amounts used in the cost of attendance (COA) are as follows:

<table>
<thead>
<tr>
<th>Cost of Attendance Components</th>
<th>Ground Campuses*</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade Level</strong></td>
<td><strong>Undergraduate Certificate</strong></td>
<td><strong>Undergraduate Degree</strong></td>
</tr>
<tr>
<td>Tuition</td>
<td>$7,136</td>
<td>$11,016</td>
</tr>
<tr>
<td>Monthly Resource &amp; Loan Fees</td>
<td>$560</td>
<td>$840</td>
</tr>
<tr>
<td>Monthly Living Expense*</td>
<td>$5,192</td>
<td>$12,980</td>
</tr>
<tr>
<td>Annual COA</td>
<td>$12,888</td>
<td>$24,836</td>
</tr>
</tbody>
</table>

* Note: Housing expense for Military Basic Allowance for Housing (BAH) is reduced by 72%. Living expenses include allowances for room and board, transportation and miscellaneous educational expenses.

**Military is assumed as all active for average weighting of tuition.

<table>
<thead>
<tr>
<th>Cost of Attendance Components</th>
<th>Online Campus*</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade Level</strong></td>
<td><strong>Associate Degree</strong></td>
<td><strong>Undergraduate Certificate</strong></td>
</tr>
<tr>
<td>Tuition</td>
<td>$9,360</td>
<td>$9,104</td>
</tr>
<tr>
<td>Monthly Resource &amp; Loan Fees</td>
<td>$792</td>
<td>$560</td>
</tr>
<tr>
<td>Monthly Living Expense*</td>
<td>$9,819</td>
<td>$4,364</td>
</tr>
<tr>
<td>Annual COA</td>
<td>$19,971</td>
<td>$14,028</td>
</tr>
</tbody>
</table>

* Note: Housing expense for Military Basic Allowance for Housing (BAH) is reduced by 72%. Living expenses include allowances for room and board, transportation and miscellaneous educational expenses.

**Military is assumed as all active for average weighting of tuition.

For detailed information regarding actual tuition fees for programs and locations, contact a Finance Advisor or visit the tuition and fees calculator web page at http://www.phoenix.edu/tuition_and_financial_options/ tuition_and_fees.html.
Policy
The University uses an average monthly cost of living expense, based on the following:
• Nine months for associate’s degree-seeking students
• Ten months for bachelor’s degree-seeking students
• Twelve months for graduate students

The University COA consists of the following components:
• Tuition
• Electronic Course Materials and Books (rEsource Fees)
• Living Expense
• Housing
• Transportation (excluding Online students)
• Miscellaneous (school supplies and personal expenses)
• Loan Fees

Tuition
Average tuition rates are obtained annually for online programs, and programs for each certificate and degree level. The tuition expense for the COA is an average based on modality and certificate and degree level. The University documents how averages are calculated and makes this information available upon request. Exceptions include professional judgment decisions and elimination of an overaward using actual tuition costs. If a student’s period of enrollment is less than a full academic year, costs are adjusted to match the period of enrollment.

Electronic Course Materials and Books
The University charges a flat rEsource fee for each enrolled course for the period of enrollment.

Living Expense
The monthly living expense component is based on the low budget for a 12-month academic year, as published by the College Board at http://professionals.collegeboard.com/higher-ed/financial-aid/living-expense. This is used to calculate a monthly living expense amount used for students of all regions and states. The monthly living expense is multiplied by the months in the loan period, based on the degree level. Students receiving military housing assistance will have a reduction in living expenses in the amount of the housing allowance.

End of Program Periods
The end of program (EOP) COA is based on the credits required to complete the program and the weeks of instructional time, converted to months, needed to complete those credits. The months are rounded up and multiplied by the monthly living expense amount to determine the EOP COA.
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 by performing a separate calculation for undergraduate and graduate students.

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/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 childcare costs to the cost of attendance before computing financial need. This amount will be captured in the application process.

Grade Level Determination
Determination of grade level is an important part of calculating eligibility for federal and state financial aid. The University bases grade levels on credits completed at the start of an academic year. An academic year is defined as a minimum of 24 credits and 30 weeks of instructional time.

<table>
<thead>
<tr>
<th>Credits applied in primary program (includes transfer credits)</th>
<th>Associate Degree Grade Level</th>
<th>Bachelor's Degree Grade Level</th>
<th>Graduate Degree Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-24</td>
<td>1 Freshman</td>
<td>1</td>
<td>A</td>
</tr>
<tr>
<td>25-48</td>
<td>2 Sophomore</td>
<td>2</td>
<td>B</td>
</tr>
<tr>
<td>49-72</td>
<td>2</td>
<td>3 Junior</td>
<td>C</td>
</tr>
<tr>
<td>73-96</td>
<td>N/A</td>
<td>4 Senior</td>
<td>N/A</td>
</tr>
<tr>
<td>97+</td>
<td>N/A</td>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Note: A student in a two-year program or certificate program cannot receive more than a grade level 2 (GL2) annual loan limit in any given year, no matter how long it takes to complete the program or certificate.

Conflicting Information
If the University has conflicting information concerning a student’s eligibility or has any reason to believe a student’s application information is incorrect, the University will resolve such discrepancies before disbursing student financial aid funds. If discrepancies are discovered after disbursing student financial aid funds, the University will reconcile the conflicting information and require the student to repay any funds for which he or she was ineligible, unless the student is no longer enrolled for the award year. Examples of conflicting information may include, but are not limited to, the following:
• Social security numbers
• Date of birth
• Legal name
• Discrepant tax data (including whether or not the student/parent was required to file a tax return)
• Household size or marital status
• Citizenship status

Other Resources
Students are required to disclose financial assistance that will be paid by a third party on their behalf. When a portion of a student’s cost of attendance is waived or paid by another source, other than
federal financial aid, this is considered other resources. Examples of other resources include, but are not limited to, the following:

- External grants and scholarships
- University grants and scholarships
- Tuition assistance
- Military tuition benefits
- University tuition discounts and waivers
- University administration tuition and/or student account adjustments
- Income from insurance programs that pay for the student’s education
- Private loans
- Private and State grants
- Tribal aid
- Other financial assistance paid directly to the University

Note: Adjustments to tuition due to an approved Leave of Absence, early payment discounts and cash payments made by the student will not count as other resources.

A student must have financial need to receive all federal financial aid funds except for Direct unsubsidized and PLUS loans under the Direct Loans program. As such, a student’s expected family contribution and other resources will be subtracted from the cost of attendance when determining eligibility for federal financial aid (Title IV). All awards, including need and non-need based aid, cannot exceed a student’s annual cost of attendance.

If the University receives additional other resources that causes the student to exceed the cost of attendance, it will adjust the awards appropriately to eliminate the overaward. This may include reducing future disbursements for a second or subsequent payment period or returning awards to the funding source. Funds will be returned in the order most beneficial to the student.

**Satisfactory Academic Progress**

Information regarding University academic progress standards for individual programs may be found in the program specific sections of this catalog.

**Satisfactory Academic Progress (SAP) for DVA Education Benefits**

To receive Department of Veterans Affairs (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 (AP) shall occur when a grade point average (GPA) falls below acceptable levels for the program. Probation lasts for a period of four consecutive program-applicable courses. 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 students will continue to receive funds during the probationary 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 be recorded 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 re-establish benefits with University of Phoenix.

**Federal Financial Aid Satisfactory Academic Progress**

**Purpose**

Federal regulations require institutions to establish a reasonable satisfactory academic progress (SAP) policy for determining whether an otherwise eligible student is making satisfactory academic progress in an educational program and may receive financial aid under the Title IV, HEA programs. The policy must be at least as strict as the policy the institution applies to a student who is not receiving federal financial aid under the Title IV, HEA programs.

**Policy**

Students must maintain SAP throughout the duration of their academic program to be eligible for federal financial aid. SAP is assessed by qualitative and quantitative measures and is evaluated at the end of each completed payment period in the student’s academic program.

**Qualitative Measure**

**Grade Point Average**

Undergraduate students must have a cumulative program grade point average (GPA) of 2.0 at the end of each completed payment period, unless otherwise defined by academic policy. Graduate students must have a program GPA of 3.0 at the end of each completed payment period.

A student’s cumulative program GPA is calculated using only those grades earned at the University for the current program of study. The program GPA is computed by adding the program-applicable cumulative grade quality points earned (calculated by multiplying the credit hours and the weight of the grade earned in the course) and dividing it by the program-applicable cumulative total number of credit hours completed.

Courses from which the student withdraws are not included in the program GPA calculation for the qualitative measurement.

**Qualitative Exclusions**

The following are excluded from the qualitative computation:

- Waivers
- National Testing Programs
- COCA (Comprehensive Outcomes of Cognitive Assessment)
- Courses with the following grades:
  - IN PROGRESS EXTENSION (IX)  (provided there is no formal grade)
  - AUDIT (AU)
Courses that are waived with credit (WC)

Included in Pace of Completion

In Progress (IP)

Withdrawal (W)

Withdrawal/Failing (WF)

Waived with Credit (WC)

No Credit (NC)

Orientations with the following completion statuses:

Orientation Complete (OC)

Orientation Not Complete (ON)

Orientation Extension (OX)

Assessed Credits

Quantitative Measure

Each academic program has a published standard credit load for completion. Incremental progression will automatically be evaluated for all periods of attendance at the University, including periods the student did not receive federal financial aid.

Maximum Timeframe

The maximum timeframe to complete the program cannot exceed 150% of the published length of the program measured in credit hours attempted for undergraduate and graduate students. Progress is evaluated cumulatively at the completion of each payment period for a student's primary program of study to ensure completion of the program within the 150% maximum timeframe.

If a student cannot complete the program of study within the maximum timeframe (as determined at the end of the payment period), the student will be placed on financial aid disqualification (FD) status and will not have the ability to appeal. (See exception under Student Financial Aid Appeals for students with 12 credits or less remaining in their program of study.)

Pace of Completion

The quantitative measure for the pace of completion is calculated using the following formula:

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

At the end of each payment period, the student's pace of completion is evaluated. Students must earn at least 67% of the credit hours attempted toward completion of the primary program of study. Credit hours taken at other institutions and accepted toward a student's primary program of study at the University are included in both attempted and completed credit hours when measuring pace of completion.

Courses from which the student withdraws are counted as attempted credit hours when calculating the quantitative measurement or program pace.

Included in Pace of Completion

The following are included as attempted in the pace of completion calculation:

- Courses that are waived with credit (WC)
- Assessed Credits
- Withdrawal (W)
- Withdrawal/Failing (WF)
- Courses completed with the following grades: A, B, C, D, and F (+/-)
- In Progress (IP)

- Incompletes (I and IF)
- No grade awarded (QC)

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). As a result of the evaluation, a student is assigned a SAP status.

Financial Aid Warning

Undergraduate students who have less than a cumulative 2.0 GPA, or otherwise minimum as stated in policy, and graduate students who have less than a 3.0 OR who do not earn 67% of the credits they attempt (cumulatively) at the end of a completed payment period, are automatically placed on financial aid warning (FW) status.

The University can disburse federal financial aid funds to students on financial aid warning (FW) status for one payment period.

Financial Aid Disqualification

If a student on financial aid warning (FW) status does not meet SAP at the end of the subsequent completed payment period, the student is not eligible for additional federal financial aid and will be placed on a financial aid disqualified (FD) status. Students who are placed on financial aid disqualification (FD) status are ineligible for federal financial aid.

Financial Aid Probation

Students who are granted an appeal will be placed on financial aid probation (FP) status and will have their financial aid eligibility reinstated based on the appeal. The University can disburse federal financial aid funds to students on financial aid probation (FP) status for one probationary payment period, provided all other eligibility requirements are met. The student must meet the University's SAP standards to maintain federal financial aid eligibility.

Student Financial Aid Appeals

The University will notify students at any point during their enrollment if they are placed on or taken off the Financial Aid Warning (FW), Financial Aid Probation (FP), Financial Aid Disqualification (FD) or Regular Student (RG) statuses, as these affect student eligibility to receive federal financial aid.

Student Notification

The University will notify students at any point during their enrollment if they are placed on or taken off the Financial Aid Warning (FW), Financial Aid Probation (FP), Financial Aid Disqualification (FD) or Regular Student (RG) statuses, as these affect student eligibility to receive federal financial aid.

Approval and/or reinstatement of federal 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 unusual circumstances that should be considered during the appeal process, federal financial aid reinstatement may be possible during a financial aid probation period.

Approval and/or reinstatement of federal 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 unusual circumstances that should be considered during the appeal process, federal financial aid reinstatement may be possible during a financial aid probation period.

If there are unusual circumstances that should be considered during the appeal process, federal financial aid reinstatement may be possible during a financial aid probation period. Approval and/or reinstatement of federal 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 unusual circumstances that should be considered during the appeal process, federal financial aid reinstatement may be possible during a financial aid probation period.
• Other special circumstances
Students must explain in the appeals process why the nature and timing of their unusual circumstance(s) directly prohibited them from maintaining SAP, and what has changed in their situation that would allow them to demonstrate SAP at the next evaluation. If students have more than 12 credits remaining in their program of study, they must demonstrate they will be able to graduate within the maximum timeframe allowed. If students have 12 or less credits remaining, they must demonstrate the ability to complete the remaining credits successfully.

Regaining Eligibility after Payment Period of Ineligibility
A student who is not making SAP regains eligibility only when the student is in compliance with the University’s SAP requirements. Therefore, a student who loses eligibility for federal financial aid as a result of not meeting SAP requirements, the student must pay for the ineligible payment period using non-federal financial aid funds. If, after the ineligible payment period, the student meets all SAP criteria, the student’s borrower-based academic year (BBAY) will start at the beginning of the eligible payment period following the period of ineligibility. The BBAY will be packaged for a full 24 credits and 30 weeks of instructional time.

Maximum Timeframe
If at any time during the evaluation period it is determined a student is not going to complete the program of study within the maximum timeframe of 150% of the length of the educational program, the student becomes ineligible for federal financial aid. This determination cannot be appealed.

Transfer Credits - Qualitative
A student’s program GPA is calculated using only grades earned at the University in courses that are applicable to the program. Therefore, transfer credits will not apply when calculating the student’s GPA at the University. Transfer credits include credits for all courses not completed at the University that are applied toward the completion of the student’s degree program.

Transfer Credits - Quantitative
Credits taken at other institutions and applied toward the student’s program/version at the University are included in both attempted and completed hours when measuring the student’s pace toward completion. Students who change program/version at the University will be re-evaluated to determine which credits apply to the new program/version.

Program Changes
Students who change program/version at the University will be re-evaluated to determine which credits apply to the new program/version. SAP is assessed by qualitative and quantitative measures and is evaluated at the end of each completed payment period in the student’s new program/version.

Repeat Courses
Grades for prior attempts are excluded when calculating the qualitative component. However, credits from all attempts are included when assessing if the student meets the quantitative component. Although a student may successfully complete a course more than once, only the first passing grade is counted as a completion when calculating the quantitative component.

Concurrent Enrollment
The University will evaluate SAP for the primary program based on completed weeks and credits of a payment period, regardless of whether or not the student is enrolled concurrently. All credits completed at the University that are applicable to the primary program will apply toward the primary program’s GPA.

Academic Probation
Information regarding University academic progress standards for individual programs may be found in the appropriate University Academic Catalog at http://www.phoenix.edu/programs/degree-programs/academic-catalog.html.

Professional Judgment
The University may exercise discretion to accommodate special circumstances, with respect to some aspects of eligibility, using professional judgment. Professional judgment allows the University to treat a student individually when the student has special circumstances not sufficiently addressed by standard procedures. The University uses professional judgment on a case-by-case basis. Special circumstances will include conditions that differentiate an individual student from a whole class of students. The University will not accept professional judgments made for a student by another school, but will independently review the circumstances and, if appropriate, document the professional judgment decision. The decision of the University regarding professional judgment is final and cannot be appealed to the U.S. Department of Education. A student should contact a Finance Advisor if interested in submitting a professional judgment request.

Note: The University will complete verification before exercising professional judgment for students who have been selected for verification.

Attendance

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

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

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

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

Directed Study
Attendance in Directed Study courses is tracked in the same manner for both the local campus and online modalities. A Directed Study student 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® students 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 Academic 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 Academic Related Activities.

Unexcused Absence Policy

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>Number 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>Associate</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

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

For online/directed study courses:
- All OLS Postings in a course (includes discussions, assignments, and quizzes, learning team activities)

For local campus courses:
- Physical Attendance; verified by a signed attendance roster
- Assignments posted via the assignment link
- Learning Team Acknowledgements via assignment link

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

Note: A student must be considered enrolled and attending the University to maintain financial aid eligibility.

Leave of Absence

Purpose

The University must have a written formal leave of absence (LOA) policy. The University and students must comply with the stated policy as well as governing regulations when requesting, approving, and processing LOAs.

Policy

This policy is applicable to all students enrolled in degree programs at the University of Phoenix. Students may be approved by the University for multiple LOAs in a 12-month period. The total of all LOAs may not exceed 180 calendar days in the 12-month period. During an LOA, the student is not considered withdrawn and no Return to Title IV (R2T4) calculation is required for financial aid recipients. The University will not impose additional charges when the approved LOA ends and the students resume their program of study.

Required Documentation

A leave of absence (LOA) may be approved if the University determines there is a reasonable expectation the student will return. Students must follow the University LOA Policy when requesting the LOA, by providing to the finance advisor (on or before the start of the LOA) a written, signed, and dated request, including the reason for the LOA to the finance advisor. All requests must be forwarded to Student Financial Services - Operations (SFS-O).

If unforeseen circumstances prevent a student from providing a request to the campus on or before the start of the LOA, the University may grant the LOA if the campus has documented the reason and decision. The campus must collect the signed LOA request form from the student at a later date and provide it to SFS-O within a reasonable amount of time from the last date of attendance. Unforeseen circumstances may include, but are not limited to, medical and family emergencies, military, jury duty, business travel, University course cancellation and/or facility closure, and natural disasters.

If a student is out of attendance due to an unforeseen circumstance and considered an unofficial withdrawal and the campus does not document the reason prior to the calculation being performed, the student will be placed on an approved LOA and no calculation will be required. 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.
An LOA will not be approved if a student requests an LOA after 14 consecutive days of nonattendance, is in an unofficial withdrawal (UW) status and the request is not due to unforeseen circumstances that occurred prior to the UW status. If a student requests an LOA start date in the future and is officially withdrawn, unofficially withdrawn, or administratively withdrawn from the University prior to the start date of the LOA, the LOA is not valid and will be negated.

Length
In determining the length of the LOA, the LOA start date is the first day of the LOA and the LOA end date is the day before the student’s re-entry date. The first day of the student’s 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 date the student was unable to attend class because of the unforeseen circumstance.

If the student posts an academically related activity (ARA) after the LOA start date but prior to the end date on the LOA request form, the student’s enrollment status will be updated to “active” and the student will be considered to have returned from the LOA. A new LOA request form will be required for any additional LOAs.

Extending an LOA
A student may request an LOA extension as long as the request is made before the scheduled return date. Students must follow the University LOA Policy when requesting the LOA extension, by providing, on or before the scheduled return date, a written, signed, and dated request, including the reason for the LOA extension to the finance advisor. All requests must be forwarded to Student Financial Services - Operations (SFS-O).

Institutionally Scheduled Breaks
If a student submits an LOA request with a start date being the same day as the start of an institutionally scheduled break or a start date that falls within an institutionally scheduled break, the University will update the LOA start date to the first day after the institutionally scheduled break ends.

If a student’s LOA is scheduled to end on or within an institutionally scheduled break, the University will update the LOA end date to the day prior to the start date of the institutionally scheduled break as long as the student is registered for a course set to begin when the institutionally scheduled break ends.

If a student’s LOA request completely overlaps an institutionally scheduled break, all days of the institutionally scheduled break along with the LOA days will count toward the length of the LOA and apply toward the maximum of 180 days in a 12-month period. The University will not allow a student to take two consecutive LOAs separated by an institutionally scheduled break.

Disbursements during an LOA
The University may disburse Pell, IASG, FSEOG and Perkins loan funds to a student on an LOA during certain times of the year. 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.

Completion of Coursework upon Return
If a student takes an approved LOA in the middle of a course, the University must ensure no additional charges are incurred when the student returns. To ensure no additional charges are incurred, the University will issue the student an LOA Credit (LOAC). This LOAC will be applied to the course the student is returning.

Failure to Return
The University will advise the student, prior to granting the leave of absence, the affect that failure to return from an LOA may have on the student’s loan repayment terms, including the expiration of the grace period. If a student does not return from an approved LOA, the withdrawal date and beginning of the grace period will be the student's last date of attendance.

If the student reenters, after withdrawing from the University, the previously approved LOA days will count toward the student LOA maximum of 180 days in a 12-month period.

Financial Aid Disbursements

Federal Funds
Provided the student has met all eligibility requirements, a student may be eligible to receive the first disbursement of federal financial aid funds at the start of the program or academic year. The student becomes eligible to receive a disbursement of federal financial aid funds for the second payment period when the student successfully completes one-half of the weeks of instructional time and one-half the credit hours in the academic year.

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

<table>
<thead>
<tr>
<th>Federal Loans</th>
<th>First Disbursement Eligibility</th>
<th>Second Disbursement Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct</td>
<td>30 days after academic year or program start date</td>
<td>Successfully completes ½ weeks and credits in academic year or program and has posted attendance for the second payment period</td>
</tr>
<tr>
<td>First-Time, First-Year Borrower</td>
<td>10 days after the academic year start date or 10 days after date of certification if the academic year start date is in the past</td>
<td>Successfully completes ½ weeks and credits in academic year or program and has posted attendance for the second payment period</td>
</tr>
<tr>
<td>Direct</td>
<td>10 days after the academic year start date or 10 days after date of certification if the academic year start date is in the past</td>
<td>Successfully completes ½ weeks and credits in academic year or program and has posted attendance for the second payment period</td>
</tr>
<tr>
<td>Subsequent Borrower, Parent PLUS, and Graduate/Professional PLUS</td>
<td>10 days after the academic year start date</td>
<td>Successfully completes ½ weeks and credits in academic year or program and has posted attendance for the second payment period</td>
</tr>
<tr>
<td>Perkins Loan</td>
<td>10 days after the academic year start date</td>
<td>Successfully completes ½ weeks and credits in academic year or program and has posted attendance for the second payment period</td>
</tr>
</tbody>
</table>

Second Installment

Second-time, second-year undergraduate borrowers may apply for a second Direct Loan beginning 30 calendar days after the first Direct Loan disbursement. Provided the student has met all eligibility requirements, a student becomes eligible to receive a disbursement of federal financial aid funds for the second payment period when the student successfully completes one-half of the weeks of instructional time and one-half the credit hours in the academic year.
Application of Funds

Federal financial aid and/or state assistance funds are retained at the time of disbursement to pay allowable academic year or payment period charges owed to the University. Allowable charges are defined as tuition (including independent study and state sales tax) and electronic course material.

Federal financial aid funds may only be used to pay for costs the student incurs for the period for which the federal financial aid funds are provided. However, the University may use current-year federal financial aid funds to satisfy prior award year allowable charges for a total of not more than $200.

Authorization to Apply Federal Financial Aid Funds

The University may obtain a student (or parent) written, voluntary authorization through the University financial aid application process to retain a federal financial aid credit balance. The University will not require or coerce the authorization and will notify the student (or parent) that the authorization may be canceled at any time.

If the student (or parent) chooses to cancel the authorization, the University will cancel the authorization immediately upon receipt of the request. Federal financial aid credit balances and any related resources will be returned to the federal funds from which they were paid.

Authorized persons include students themselves, their parents, guardians, or legal representatives. Federal financial aid funds and any related resources will be returned to the federal funds from which they were paid in accordance with the College's return of funds policy.

The University retains Federal financial aid credit balances to pay allowable charges owed to the University.

Federal Grants

<table>
<thead>
<tr>
<th>Federal Grants</th>
<th>First Disbursement Eligibility</th>
<th>Second Disbursement Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Grant</td>
<td>10 days after the academic year start date* or 10 days after date of certification if the academic year start date is in the past</td>
<td>Successfully completes ½ weeks and credits in academic year or program and has posted attendance for the second payment period*</td>
</tr>
<tr>
<td>Iraqi Afghanistan Service-members Grant (IASG)</td>
<td>*Pell Grant disbursement for the current award year cannot be made until July 1, 2013, regardless of when the academic year starts.</td>
<td>*Pell Grant disbursement for the current award year cannot be made until July 1, 2013, regardless of when the academic year starts.</td>
</tr>
<tr>
<td>Federal Student Education Opportunity Grant (FSEOG)</td>
<td>10 days after the academic year start date* or 10 days after date of certification if the academic year start date is in the past</td>
<td>Successfully completes ½ weeks and credits in academic year or program and has posted attendance for the second payment period*</td>
</tr>
<tr>
<td></td>
<td>*FSEOG disbursement for the current award year cannot be made until July 1, 2013, regardless of when the academic year starts.</td>
<td>*FSEOG disbursement for the current award year cannot be made until July 1, 2013, regardless of when the academic year starts.</td>
</tr>
</tbody>
</table>

State and Institutional Grants

<table>
<thead>
<tr>
<th>First Disbursement Eligibility</th>
<th>Second Disbursement Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varies Dependent on individual state requirements</td>
<td>Varies Dependent on individual state requirements</td>
</tr>
</tbody>
</table>

Private Loans

<table>
<thead>
<tr>
<th>First Disbursement Eligibility</th>
<th>Second Disbursement Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varies Dependent on individual state requirements</td>
<td>Varies Dependent on individual state requirements</td>
</tr>
</tbody>
</table>
cancellation is not retroactive. Funds retained for incurred allowable charges and prior year charges retained prior to the University receiving the authorization cancellation, will remain on account.

At any time, the University will accept a signed statement from a student (or parent), canceling or modifying the authorization initially provided. The Authorization to Apply to Future Charges form is available to students on the University’s financial aid web (FAW) site.

The University will accept an authorization provided by the student (or parent) orally, rather than in writing if the student (or parent) has been affected by a Federally-declared disaster and is prevented from providing a written authorization based on status.

If a student (or parent) cancels an authorization to apply a federal financial aid credit balance, the funds will be paid directly to the student (or parent in the case of a PLUS loan, or student if authorized by the parent) as soon as possible, but no later than 14 days after the University receives the notice.

Notwithstanding any authorizations obtained from the student (or parent), the University must pay any remaining federal financial aid funds to the student (or parent in the case of a PLUS loan, or student if authorized by the parent) on or before the end of the loan period/academic year.

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

1. Initial notification
   - The student is prompted to answer authorization to apply funds questions when completing the financial aid application process on the Financial Aid website (FAW) at https://faw.phoenix.edu/.
   - When a student signs and submits the Authorization to Apply to Future Charges form, they no longer have access to make corrections.

2. Update/Change Authorization to Apply to Future Charges
   - If a student or parent wants to update or change the original authorization to apply funds, he or she may submit an updated Authorization to Apply to Future Charges form at any time.
   - This form is available for print from the Financial Aid website (FAW) at https://faw.phoenix.edu/.
   - The student or parent completes and faxes form to finance advisor for processing.
   - When an update is submitted, it is only in effect for future disbursements and the authorizations are not retroactive.

3. 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.
   - Student Financial Services - Operations (SFS-O) processes the request accordingly.
   - When an update is submitted, it is only in effect for future disbursements and authorizations are not retroactive.

Retaining Funds with Authorization

The University will automatically retain, from each federal financial aid disbursement, unpaid estimated future charges that are owed to the University for the loan period/academic year. (Refer to the Allowable Charges Policy for additional information.)

If charges have not been charged to the student’s account at the time funds are disbursed, the University will retain funds for the estimated future charges for the loan period/academic year. These estimated charges will be based on original certified credits for the loan period/academic year.

If both the first and second disbursements are received simultaneously or separately, in the second payment period, allowable charges may be withheld for both disbursements.

Notwithstanding any authorization, the University will pay any remaining balance on loan funds by the end of the loan period and any remaining other federal financial aid program funds by the end of the last payment period in the award year for which they were awarded.

Application of Funds

The University will withhold for allowable charges using the following order:

- Outstanding unpaid charges for the loan period, payment period or award year
- Authorized future charges less funds already on account
- Remaining funds will be disbursed to the student

Retaining Funds without Authorization

The University will automatically retain funds for allowable charges for the loan period/academic year that have been charged to the student account. If both the first and second disbursements are received simultaneously, allowable charges may be withheld for both payment periods provided these charges have been charged to the student account.

If, after allowable charges have been satisfied, there are excess funds remaining and the student owes the University for a prior academic year, the University will automatically retain federal financial aid funds to satisfy the prior academic year charges for tuition, electronic course material fees and directed study for a total of not more than $200.

Application of Funds

The University will withhold for allowable charges using the following order:

- Invoiced unpaid charges for the individual payment period
- Prior year charges for tuition and fees
- Remaining funds will be disbursed to the student (or parent in the case of a PLUS loan, or student if authorized by the parent)

Disbursement for Books and Supplies

Pell-eligible students may use Pell funds to purchase books if those funds could have been disbursed 10 days prior to the beginning of the payment period. Disbursed funds would create a federal financial aid credit balance. The student should contact a finance advisor for eligibility. The student will be provided with the lesser of the presumed credit balance or amount. The student will be notified of eligibility and provided instructions to redeem the book voucher from EdMap.

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 book voucher, the credit balance will be sent approximately two weeks after all federal financial aid funds have been disbursed.

Cancellation of Federal Financial Aid

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

The University may return the loan funds; cancel the loan or both, provided 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 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.

**State Funds**

A payment period is defined according to individual state requirements. The payment period determines when funds are disbursed and the exact amount to be disbursed.

**Federal Financial Aid Loan Counseling**

The University ensures loan entrance counseling is conducted online at the U.S. Department of Education website (https://studentloans.gov/myDirectLoan/index.action) for students/parents borrowing federal subsidized/unsubsidized student loans or PLUS loans for the first time. 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
- Information on the National Student Loan Data System (NSLDS), http://www.nslds.ed.gov/nslds_SA/
- Other terms and conditions

The goal of entrance counseling is to help the borrower understand what it means to borrow federal student loans. More details about entrance counseling can be viewed online at the Federal Student Aid website, http://studentaid.ed.gov/fafsa/next-steps/entrance-counseling.

Beginning June 28, 2013, entrance counseling materials on https://studentloans.gov/myDirectLoan/index.action will, as a temporary measure, include a link to information regarding the 150 percent limit in the attached document: https://webmkt.s3.amazonaws.com/phoenix.edu/financialaids150percent.pdf.

**Federal Direct Loan Exit Counseling**

The University ensures loan exit counseling is conducted online at the U.S. Department of Education website (https://studentloans.gov/myDirectLoan/index.action) shortly before the student ceases at least half-time enrollment, within 30 days of completion of a program or withdrawal from the University. Exit 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
- Information on the National Student Loan Data System (NSLDS), http://www.nslds.ed.gov/nslds_SA/
- Other terms and conditions

Beginning October, 2013, exit counseling materials on https://studentloans.gov/myDirectLoan/index.action will include information regarding the 150 percent limit.

**Federal Perkins Loan Counseling**

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

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

**Federal Teacher Education Assistance for College and Higher Education Grant Counseling**

The University ensures initial and subsequent Teacher Education Assistance for College and Higher Education (TEACH) Grant counseling is conducted online at the National Student Loan Data System (NSLDS) student access site at http://www.nslds.ed.gov/nslds_SA/.

**Federal Loan Repayment**

**Prior Loan Deferments (Postponing Payments)**

A student who is registered and attending classes at the University may have federal financial aid loans from previous colleges deferred. Deferment forms can be obtained from the lender if the loan is from another school. Return all deferment forms to a Finance Advisor, who forwards the forms to the Registrar's Office for processing to the holder of the loan. The loan holder makes the final determination to grant a deferment request.

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

Receiving a deferment is not automatic; therefore, the student or parent(s) must apply for it. Borrowers must formally request a deferment through the procedures established by the holder of their loan(s). Detailed information regarding deferments may be viewed at http://studentaid.ed.gov/PORTALSWebApp/students/english/difficulty.jsp or http://www2.ed.gov/offices/OSFAP/DirectLoan/postpone.html

**Loan Payment Calculator**

Loan payment calculators may be used by students or potential students to calculate monthly payments under the different student loan repayment plans available.

**Calculator for Standard, Extended, or Graduated plan:**


Separate Income-Contingent Repayment Plan (ICR) calculator and Income-Based Repayment Plan (IBR) calculator are available for use to get estimates for repaying federal student loans.

**Income-Contingent Calculator**

http://studentaid.ed.gov/repay-loans/understand/plans/income-contingent/calculator

**Income-Based Repayment Calculator**

http://studentaid.ed.gov/repay-loans/understand/plans/income-based/calculator

**Federal Student Loan Consolidation**

A Direct Loan consolidation allows a borrower to combine multi-
ple federal student loans into one, which results in one bill, and one lender. It can also lower monthly payments by giving borrowers up to 30 years to repay their loans; however, by increasing the length of the repayment period, you will also make more payments, and pay more in interest. Most federal student loans, including the following, are eligible for consolidation:

- Direct Subsidized Loans
- Direct Unsubsidized Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Federal Stafford Loans
- Direct PLUS Loans
- PLUS loans from the Federal Family Education Loan (FFEL) Program
- Supplemental Loans for Students (SLs)
- Federal Perkins Loans
- Federal Nursing Loans
- Health Education Assistance Loans
- Some existing consolidation loans

When considering consolidation, it is important to consider the pros and cons. Consolidation could give borrowers access to alternative repayment plans, which they did not have had before, and enable them to switch from a variable interest rate loan to a fixed interest rate. Consolidation may also cause borrowers to lose benefits offered with the original loans such as interest rate discounts, principal rebates, or some loan cancellation benefits, which can significantly reduce the cost of repaying loans.


**Federal Student Loan Forgiveness, Cancellation, and Discharge**

In certain situations, borrowers can have their federal student loans forgiven, canceled or discharged. Below is a list of the type of forgiveness, cancellation, and discharges available.

- Total and Permanent Disability Discharge
- Death Discharge
- Discharge in Bankruptcy (in rare cases)
- Closed School Discharge
- False Certification of Student Eligibility or Unauthorized Payment Discharge
- Unpaid Refund Discharge
- Teacher Loan Forgiveness
- Public Service Loan Forgiveness
- Perkins Loan Cancellation and Discharge (includes Teacher Cancellation)

Detailed information on these options is available at [http://studentaid.ed.gov/repay-loans/forgiveness-cancellation](http://studentaid.ed.gov/repay-loans/forgiveness-cancellation)

**Veterans Educational Benefits**

Students who are entitled to U.S. Department of Veterans Affairs (DVA) education benefits must make initial contact with a campus veterans affairs certifying official. A formal application for admission to the University should be completed before applying for DVA education benefits. Applications 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 the educational program being pursued. Only the DVA can determine eligibility of DVA education applications. For information, a student should contact a DVA representative at 888.GI.BILL.1 (888.442.4551) or review [http://www.gibill.va.gov](http://www.gibill.va.gov) Direct

Directed study courses have Defense Activity for Non-Traditional Education Support (DST-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](http://www.phoenix.edu/colleges_divisions/military.html)

Visit the Department of Veterans Affairs website, [http://www.gibill.va.gov](http://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 and Joint Services Transcripts (JST) (Army, Navy, Marine), Coast Guard Institute transcripts, or DD-295 and DD-214 forms are submitted for evaluation in a timely manner. The student is responsible for ensuring all transcripts are submitted to the University. Academic credits 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.

**Military Tuition Assistance**

To obtain federal military tuition assistance, visit your education or Navy College Office to receive college counseling and develop an education plan. From that point, a student can submit a military tuition assistance request; for more information, visit [http://www.phoenix.edu/colleges_divisions/military.html](http://www.phoenix.edu/colleges_divisions/military.html)

A student can currently receive 100% of 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 for military tuition assistance, that student will need to submit a completed authorization form to a Military Advisor at least two weeks before a course start date.

**DVA Tuition Assistance Top-Up Benefit**

Active Duty students who request 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 [http://www.gibill.va.gov](http://www.gibill.va.gov)

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

Military Deployment and Readmission

The Higher Education Opportunity Act (HEOA) provides that an institution may not deny admission or readmission to a servicemember of the uniformed services for reasons relating to that service. An affected servicemember is any individual who is a member of, applies to be a member of, or performs, has performed, applies to perform, or has the obligation to perform, service in the uniformed services. This applies to service in the uniformed services, whether voluntary or involuntary, on active duty in the Armed Forces, on active duty for training, and full-time National Guard duty under Federal authority for a period of more than 30 consecutive days. A call/order to active duty includes state-side deployment of active duty military personnel and deployment outside of the country. This does not include National Guard service under authority of State law.

In addition to the above definition of affected servicemember, the Military Deployment Policies and Procedures will also apply to residents of the state of Iowa who meet the following criteria:
- A student who is an Iowa resident and is a member of the Iowa National Guard or reserve force of the United States who has been ordered to National Guard duty under state authority without such unit being federalized or ordered to Federal active duty, and
- A student who is an Iowa resident and is the spouse of a member of an Iowa National Guard or reserve force of the United States who has been ordered to National Guard duty under state authority without such unit being federalized or ordered to Federal active duty, provided the member of the Iowa National Guard or reserve force of the United States has a dependent child.

The policies outlined below support and assist University of Phoenix with the deployment and readmission of students who are servicemembers.

Military Deployment Policies and Procedures

Upon receipt of deployment orders, students should be advised to notify the University’s Military Division either orally or in writing. It is recommended that a copy of the military deployment paperwork or a signed official letter from the commanding officer be submitted to the student’s campus. Although this formal documentation is not required at the time of deployment, students should be advised that it will be necessary in order to be readmitted. If documentation is provided, the campus must fax the documents to eXp for inclusion in the student’s file for future reference.

Note: If documentation is provided at the time of deployment, the campus may place the student in the military forbearance status. The military forbearance status ensures students do not continue to incur tuition charges and that current tuition charges are placed on hold for payment until the student returns from deployment.

Note: No advance notice by the student is required if the giving of such notice is precluded by military necessity (e.g., a mission, operation exercise, or requirement that is classified, or a pending or ongoing mission, operation, exercise or requirement that may be compromised or otherwise adversely affected by public knowledge). In addition, any student (or appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance notice of service to the appropriate official at the University may meet the notice requirements by submitting, at the time the student seeks readmission, signed documentation (i.e., deployment paperwork or a letter from the student’s commanding officer) to confirm that military duty was the reason for the student’s absence.

Prior to deployment, students should be advised of FERPA policies as the University is unable to coordinate decisions regarding the student’s record or take action on the student’s record through a third party without appropriate authorization granted through a Power of Attorney. The Power of Attorney form must be housed in the student’s eXp file.

Students enrolled in a course at the time of deployment are eligible to receive excused absences in accordance with the excused absence policy. Campuses should use discretion and take such action only if the excused absences would benefit the student by allowing the student the opportunity to complete the course instead of being automatically dropped from the course for not meeting the University course attendance requirement.

Note: Points normally deducted for participation requirements when a student has an absence from class should not be deducted if the cause of the absence is military deployment.

If the student will be unable to complete the course due to military deployment, the student may drop from the course and receive a full refund of tuition and mandatory fees for the course and a withdrawal “W” grade may be issued.

If the student would like an opportunity to complete the course while deployed, an incomplete “I” grade may be issued instead of a “W” grade. The “I” grade may be issued with an initial extension of six (6) weeks beyond the traditional five (5) week extension. The campus practice of requiring final grades to be lowered by one full letter grade as a result of the incomplete “I” grade shall be waived for deployed students.

Note: Additional incomplete extensions beyond the six (6) week period can be requested as needed and would be reviewed for approval by the campus Director of Academic Affairs.

Students scheduled to be deployed for active military duty should be advised to contact their campus Financial Representative regarding the status of their account and/or financial aid. Program completion deadline and re-entry policies will be suspended to cover deployment time provided the student’s cumulative absence from the University does not exceed five years.

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 re-enroll.

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 re-entry policy. The Military Division should then submit these completed documents along with the servicemember’s readmission form. The student may remain in the 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 armed services terminates upon the occurrence of any of the following events:

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

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

Re-entry Policy for Servicemembers Opportunity Colleges (SOC)

Students out for a period of more than one year, with current, active or prior military experience in the Army, Coast Guard, Marine Corps and Navy are covered under the Servicemembers Opportunity Colleges (SOC) guidelines, and therefore will be permitted to continue in their original program/version of study. These students are required to complete all degree requirements within the graduation deadline period. Students are granted five (5) years to complete an associate degree and seven (7) years to complete an undergraduate degree from the first date of positive attendance with the University. If the student is unable to complete his or her degree requirements within the deadline, the University is not obligated to uphold the agreement of the SOC Degree Network.

Note: A student with a SOC agreement who changes program, major or concentration is required to update to the most current program/version offered in his or her state or jurisdiction. A new SOC agreement will be created for the student when the student is admitted to the new program/version, and the student will be given a new five (5) year (associate) or seven (7) year (undergraduate) timeframe in which to complete the degree.

Student Financial Responsibilities, Policies, and Options

Student Financial Responsibilities

The student is responsible to ensure all tuition and electronic course materials fees are paid whether in attendance or not. The student must indicate how tuition and electronic course materials fees will be paid on the Student Finance Agreement. The student is responsible for knowing the account balance. Student account information is available on the student website.

When the student is considered administratively, officially or unofficially withdrawn from his or her program, the University may cancel any federal financial aid in process. The student may receive a refund for or may owe payment to the University depending upon the student’s account balance.

Changing Finance Plans

The student can change a finance plan if in compliance with the current finance plan. To change a finance plan, the student must contact a Finance Advisor and complete all necessary documents. All changes must be approved by University of Phoenix to become effective.

Meeting Financial Plan Obligations

Students who primarily attend a physical University of Phoenix campus are subject to finance approval by their primary campus prior to enrolling in a course. Tuition and all applicable fees 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. Students are required to clear any indebtedness to the University before grades and transcripts will be issued or the degree awarded.

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 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 decisions to defer tuition payment or to assist in the collection of amounts owed.

Electronic Course Materials and Books Fees

Electronic course materials and books for each course must be paid at the time they are ordered or in accordance with a student’s stated payment option. Electronic course materials fees are nonrefundable, unless prohibited by law. The student who drops a course will be granted access to the electronic course materials for that course without additional charge if the course is retaken within six months of the course’s original start date.

State Tax

Various states require universities to collect a tax on tuition, fees, digital goods or access to digital information. The University will collect the appropriate tax on tuition, fees and electronic course materials fees charged to the student in these states. Contact a Finance Advisor for the current list of states requiring tax be collected.

Financial Policies

Multiple Tuition Discount Policy

For instances in which a student may qualify for multiple tuition discounts, the discount that provides the greatest benefit to the student will be applied to the tuition amount.

General Refund Policy

A tuition refund may be granted to those who qualify, based on the stated payment option. Electronic course materials fees are nonrefundable, unless prohibited by law.

Tuition Credit Policy

The student may request a tuition credit from University of Phoenix when he or she drops a course due to extenuating circum-
Notice
Payments are accepted on the student website (https://ecampus.phoenix.edu/portal/portal/public/login.aspx) by check, credit card or debit card. Finance Advisors can also process credit card or debit card payments. The student can mail a check, certified check or money order payment to the following address:

Apollo Group/Corporate Processing
P.O. Box 29887
Phoenix, AZ 85038-9887

If a credit card or a debit card is provided with a completed Authorization to Charge form, tuition and electronic course materials fees will be charged to that card. Automatic payments are set prior to each course upon request. The University is not responsible for fees or penalties incurred as a result of payment with a debit card or other restrictive payment cards. The student should contact his or her financial institution for account balances, daily transaction limits and other restrictions.

Returned Check Fees
Returned checks will result in an additional processing fee of $25, unless prohibited by law.

Late Payment Fees
Payments must be made in accordance to the selected finance plan. If tuition payment is not received within the terms and conditions of the selected finance plan, fees up to $25 will be assessed to the student account, unless otherwise restricted by law. Late fees are due immediately upon invoice.

Notice
The University may report information about student accounts to credit bureaus. Late payments, missed payments or other defaults on student accounts may be reflected in a credit report. If payment for tuition and electronic course materials fees is not received in accordance with the Student Finance Agreement, the student may be withdrawn from the program and official transcripts withheld.

Financial Options
Understanding and choosing the right finance plan is critical to the successful completion of the student’s selected program. University of Phoenix offers a number of finance plan options to assist the student in managing financial obligations. The student can utilize one or more of the plans listed below, depending on personal circumstances. For more detailed information regarding actual tuition fees for programs and locations, visit the tuition and fees calculator web page at http://www.phoenix.edu/tuition_and_financial_options/tuition_and_fees.html or contact a Finance Advisor with any questions regarding financial options and scholarships.

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. For more information, please visit http://www.phoenix.edu/tuition_and_financial_options/cash-plan.html.

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. To learn more, please visit http://www.phoenix.edu/tuition_and_financial_options/federal_financial_aid.html.

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. For more information, please visit http://www.phoenix.edu/colleges_divisions/military/military-financial-options.html.

Third-Party Billing Plan
Under the Third-Party Billing Plan, University of Phoenix directly bills an approved employer for a student’s tuition. To learn more, please visit http://www.phoenix.edu/tuition_and_financial_options/financial_options/third_party_billing.html.

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 or U.S. Department of Defense. For more information, please visit http://www.phoenix.edu/tuition_and_financial_options/financial_options/tuition-deferral-plan.html.

Tribal Funding
Several American Indian tribal nations provide funding for the tuition of a student who is a recognized member. For more information, please contact tribalrelations2@phoenix.edu

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.

Policy
Official Withdrawals
There are two ways a student can provide official notification of the intent to withdraw from the University to be considered an Official Withdrawal:

2. Notify the designated campus offices of Enrollment Services, Academic Services and Financial Services.

Withdrawal Date
The withdrawal date for an official withdrawal 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 (DOD) for students who officially withdraw from the University is the latter of either the student’s withdrawal date or the date of notification. 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.

Rescission of Official Withdrawal
Students may rescind the intent to withdraw by completing the Official Withdrawal Rescind request via the University eCampus website at https://ecampus.phoenix.edu/portal/portal/public/login.aspx. The student may also submit an electronic or written

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<th>Date of Determination (DOD)</th>
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<tr>
<td>Withdrawal Date</td>
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University of Phoenix, 2013-2014
CONSsumer information
FEDERAL, STATE AND INSTITUTIONAL FINANCIAL AID PROGRAMS
statement to the University stating their intent to participate in academically related activities and complete the payment period. If the student subsequently withdraws after rescinding the 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 University attendance records. The date of determination (DOD) 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 academic attendance or attendance at an academically related activity.

Unofficial Withdrawals
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.

Withdrawal Date
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 University attendance records. The University will allow the following exceptions when counting the 14 days of consecutive nonattendance at an academically related activity:

- The extension period of a course where an Incomplete (I), Incomplete Progress (IP), or In Progress Extension (IX) grades are issued
- Institutionally scheduled holiday breaks
- Emergency closures

In the case of a student who has received an approved leave of absence, the University will review the student record on or after the original approved return date. The University 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 (DOD) for students who unofficially withdraw from the University is no greater than 15 days after the official last date of attendance or 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 Withdrawals
Students who are withdrawn from the University for failure to meet admission, academic, candidacy, financial or code of conduct policies are considered administrative withdrawals.

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

Return of Federal Financial Aid
A federal financial aid (Title IV) recipient who withdraws from the University is subject to a Return of Title IV (R2T4) calculation. For the purpose of R2T4 calculation requirements, a recipient is a student who has actually received Title IV funds or has met the conditions that entitled the student to a late disbursement of Title IV funds. The University is required to review the amount of federal loan and grant aid a student received for the payment period, to determine what percentage of federal financial aid the student earned prior to withdrawal. The percentage of federal financial aid determined to be unearned for the payment period must be returned to the appropriate federal financial aid program(s).

Policy
When a federal financial aid recipient withdraws from the University prior to the end of a payment period, a R2T4 calculation must be performed to determine the amount of federal financial aid funds earned as of the date of withdrawal. If the total amount of federal financial aid funds earned is less than the amount federal financial aid funds disbursed to the student or on behalf of the student in the case of a parent PLUS loan the difference between these amounts will be returned to the applicable federal financial aid programs. If federal financial aid funds earned is greater than federal financial aid funds disbursed, the difference between these amounts will be treated as a post withdrawal disbursement. A R2T4 calculation will not be performed if the federal financial aid recipient withdraws after successfully completing the payment period and all funds awarded for that period have been disbursed.

Return Calculation
The amount of federal financial aid earned is calculated by determining the percentage of aid earned and applying this percentage to the total amount of aid disbursed and that could have been disbursed. The amount of federal financial aid earned is calculated by the Return of Title IV (R2T4) calculation and deferment processing.

Conditions for a Late Disbursement
When a recipient of Title IV aid withdraws from the University, any unearned federal financial aid will be counted as aid that could have been disbursed.

Conditions for a Late Disbursement

- The Department of Education (ED) processed a Student Aid Report (SAR) or Institutional Student Information Record (ISIR) with an official Expected Family Contribution (EFC) for the student (except in the case of a parent PLUS loan)
- The University originated a Direct Loan (DL)
- The University made the award to the student for a Federal Perkins loan or Federal Supplemental Educational Opportunity Grant (FSEOG)
- The University originated the award to the student for the TEACH Grant program

The University will not include as a post withdrawal disbursement any funds the University was prohibited from disbursing on or before the date the student withdrew, which would apply to the following:

- Second or subsequent disbursements of DL funds unless the student has graduated or successfully completed the loan period.
• Second disbursements of DL for the period that the University is prohibited from making until the student successfully completes one-half of the weeks of instructional time and one-half the credit hours in the academic year.
• Disbursements of DL or Perkins loan funds for which the borrower has not signed a promissory note.
• Disbursements of Federal Pell Grant, Iraq Afghanistan Service Grant, and TEACH Grant funds for a student for whom the University did not receive a valid SAR or a valid ISIR by the deadline date established by the Secretary in the Federal Register.
• Federal Pell Grant, Iraq Afghanistan Service Grant, and TEACH Grant funds for a subsequent payment period when the student has completed an earlier payment period for which the student has already been paid.
• Disbursements of DL funds to a first-year, first-time borrower who withdraws before the 30th day of the student's program of study.

Inadvertent Overpayments
An inadvertent overpayment occurs when the University disburses funds to a student no longer in attendance but prior to the date the University determines the student withdrew from the program. This would include any federal financial aid fund disbursements made after the student’s last date of attendance but prior to the University’s determination that the student was withdrawn. These inadvertent overpayments are included in the R2T4 calculation as aid that could have been disbursed.

Only students who meet late disbursement criteria are entitled to keep federal financial aid funds disbursed as an inadvertent overpayment. If an inadvertent overpayment could not have been made as a late disbursement, the University will return the entire amount of the federal financial aid funds disbursed. If the inadvertent overpayment could have been made as a late disbursement, the University will return only the unearned portion of the inadvertent overpayment within 45 days of the University’s date of determination that the student withdrew. Unearned inadvertent overpayments will be returned according to the requirements for the return of unearned funds.

Verification and the Return Calculation
If a student provides required verification documents after withdrawing from the University, but within 30 days of the date of the notification informing the student of the requirements, and in time for the University to meet the 30-day Return deadline, the University will perform the R2T4 calculation based on all federal financial aid the student had established eligibility prior to the withdrawal. For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline but before the earlier of 120 days after the student’s last date of attendance or the deadline established by ED each award year, the University will review and address eligibility as required.

If a student does not provide all verification documents in time for the University to complete verification and meet the R2T4 deadlines, the University will include in the R2T4 calculation only the federal financial aid that was not subject to verification (unsubsidized and PLUS loan funds) and for which the conditions of a late disbursement were met prior to the withdrawal.

Institutionally Scheduled Breaks
Excluded from the R2T4 calculation are: institutionally scheduled breaks five consecutive days or more which occur between the start and end dates of the payment period; student-scheduled breaks of five consecutive days or more which occur between courses in the payment period; days during which the student was on an approved LOA; and/or any other periods of non-attendance five (5) or more consecutive days long.

When Funds are Disbursed Using Different Payment Periods
When the University disburses different types of aid using different payment periods, e.g., one payment period for disbursing grant funds and another payment period for disbursing DL, only one payment period is used in determining earned funds. The payment period ending later is used for the R2T4 calculation.

Percentage of Federal Financial Aid Earned
The calculation of Percentage of Federal Financial Aid Earned includes all financial aid disbursed or that could have been disbursed to a student. This percentage is equal to the percentage of the payment period completed by the student as of the student’s last date of attendance in the payment period. This percentage is determined using the University rate of progression calculation. If the student withdraws after successfully completing the payment period, 100% of the federal financial aid funds are earned and no calculation is required. If the withdraw date occurs after the student completes more than 60% of the payment period, the student earns 100% of the federal financial aid funds.

Note: The University changed the rate of progression calculation used in completing the required Return to Title IV (R2T4) Refund calculation for students who have withdrawn from the University. The rate of progression calculations and the respective effective dates for each calculation are noted below.

Rate of Progression Calculation - Effective December 1, 2012
The rate of progression calculation provided below will be used for all R2T4 Refund calculations completed on or after December 1, 2012.

The percentage of the period completed is calculated as follows:

\[
\text{Number of calendar days completed in the payment period} \div \text{the total number of calendar days in the payment period}
\]

Total Calendar Days Completed in the Payment Period
The total number of calendar days completed in the payment period (numerator) is the count of calendar days from the payment period start date to the student’s last date of attendance. Institutional scheduled breaks and student selected breaks of five (5) consecutive calendar days or more are not counted.

Required Adjustments to Calendar Days Completed in the Payment Period
Calendar days will be removed from calendar days completed in the payment period if any of the following have occurred from the payment period start date and the student’s last date of attendance:

• Institutionally scheduled breaks of five (5) consecutive calendar days or more
• Student scheduled or selected breaks of five (5) consecutive calendar days or more between courses
• All Leave of Absence calendar days
• Any other periods of non-enrollment of five (5) consecutive calendar days or more

Total Calendar Days in the Payment Period
The total number of calendar days in a payment period (denominator) is determined based upon the number and type (credential level and modality) of credits awarded in the payment period. Institutional scheduled breaks and student selected breaks of five (5) calendar days or more are not counted.
Required Adjustments to Calendar Days in the Payment Period

Additional calendar days must be added to the payment period for unsuccessful course(s) completions with grade of I, IX, IP, QC, F, or W that occurred prior to the student’s last date of attendance. If the payment period needs to be extended, it is extended by a defined number of days based upon the following credential levels and modalities:

- Associates Program - 63 days if one or two courses are needed, 126 days if three or four courses are needed
- Bachelor Program Online - 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.
- Bachelor Program Ground - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Master’s/Doctoral Program Online - 42 days if one course is needed, 84 days if two courses are needed, 126 days if three courses are needed, etc.
- Master’s/Doctoral Program Ground - 36 days if one course is needed, 72 days if two courses are needed, etc.

Note: Additional calendar days will not be added for the course(s) in which the student is enrolled on the student’s last date of attendance. This includes any course(s) the student was enrolled, but not completed at the time of withdrawal.

Calendar days will be removed from the calendar days in the payment period if any of the following occurred or is scheduled to occur from the payment period start date and the payment period end date:

- Institutionally scheduled breaks of five (5) consecutive calendar days or more
- Student scheduled of selected breaks of five (5) consecutive calendar days or more between courses
- All Leave of Absence calendar days
- Other periods of non-enrollment of five (5) consecutive calendar days or more

Rate of Progression Examples

The following examples illustrate the rate of progression calculation outlined above. The figures provided are examples only; actual amounts may vary for each student.

Bachelor Program Online

- Last date of attendance is 7/15/20XX
- Payment Period is 06/07/20XX to 10/24/20XX

Course Schedule

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Credits</th>
<th>Start Date</th>
<th>End Date</th>
<th>Instructor</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #1</td>
<td>3.0</td>
<td>06/07/20xx</td>
<td>07/11/20xx</td>
<td>SMITH</td>
<td>W</td>
</tr>
<tr>
<td>Course #2</td>
<td>3.0</td>
<td>07/12/20xx</td>
<td>08/15/20xx</td>
<td>JONES</td>
<td></td>
</tr>
<tr>
<td>Course #3</td>
<td>3.0</td>
<td>08/16/20xx</td>
<td>09/19/20xx</td>
<td>JOHN-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SON</td>
<td></td>
</tr>
<tr>
<td>Course #4</td>
<td>3.0</td>
<td>09/20/20xx</td>
<td>10/24/20xx</td>
<td>BROWN</td>
<td></td>
</tr>
</tbody>
</table>

Rate of Progression Calculation

39 (Number of calendar days completed in the payment period) divided by 175 (Total number of calendar days in the payment period)
The percentage of the payment period completed is 22.28%

<table>
<thead>
<tr>
<th>Days Completed</th>
<th>Total Days</th>
<th>% of Payment Period Completed</th>
<th>Federal Financial Aid Disbursed For the Payment Period</th>
<th>Disbursed Financial Aid Earned*</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>175</td>
<td>22.28%</td>
<td>$12,500</td>
<td>$2,785</td>
</tr>
</tbody>
</table>

*Estimate for illustrative purposes only.

Rate of Progression Calculation - Effective Prior to December 1, 2012

The rate of progression calculation provided below will be used for all R2T4 Refund calculations completed prior to December 1, 2012. 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 divided by Total Number of Calendar Days in Payment Period = Percent Earned

The amount of federal financial aid a student earned is determined on a rate-of-progression basis. When the student completes more than 60 percent, the student earns all the assistance scheduled for that payment period.*

The following chart lists examples based on the amount of courses completed in a payment period. The figures provided are examples only and the actual amount may vary for each student.

<table>
<thead>
<tr>
<th>Total Courses Completed</th>
<th>Total Courses in Payment Period</th>
<th>Percentage of Payment Period Completed</th>
<th>Federal Financial Aid Disbursed</th>
<th>Return Amount of Federal Financial Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>1= 35 days</td>
<td></td>
<td>35/140 = 25%</td>
<td>$5,625</td>
<td></td>
</tr>
<tr>
<td>2= 70 days</td>
<td></td>
<td>70/140 = 50%</td>
<td>$7,500</td>
<td></td>
</tr>
<tr>
<td>3= 105 days</td>
<td></td>
<td>105/140 = 75%</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>4= 140 days</td>
<td></td>
<td>140/140 = 100%</td>
<td>$0</td>
<td></td>
</tr>
</tbody>
</table>

Title IV Credit Balance and the Return Calculation

A Title IV credit balance created during the period will not be released to the student nor returned to federal financial aid programs prior to performing the R2T4 calculation. The University
will hold these funds even if, under the 14-day credit balance payment requirements, funds were otherwise required to be released. In the R2T4 calculation, 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’s account when the student withdraws will be included as federal financial aid funds for purposes of determining the amount of any final federal financial aid credit balance when a student withdraws. Upon application of any applicable refund policies, a federal financial aid credit balance will be allocated first to repay grant overpayments owed by the student as result of the current withdrawal.

Within 14 days of the date that the University performs the R2T4 calculation, the University will pay any remaining federal financial aid credit balance in one or more of the following ways:

- Pay authorized charges at the University
- To the student (or parent for a PLUS loan)

The University will apply its own refund policy before allocating a federal financial aid credit balance. However, the University will not complete its refund process before completing the steps for allocating the federal financial aid credit balance.

The University will apply its own refund policy before allocating a federal financial aid credit balance. However, the University will not complete its refund process 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 federal financial aid programs.

**Return of Unearned Aid**

In the R2T4 calculation, the total Amount Disbursed plus Amount that Could Have Been Disbursed to the student or on the student’s behalf, minus the Amount of Federal Financial Aid Earned by the Student determines the amount of federal financial aid funds unearned and required to be returned to the funding source when a return of federal financial aid is required, the University and the student may both need to return funds. The University will return the lesser of the following amount to the appropriate federal financial aid program(s):

- 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 (institutional) charges incurred by the student 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 for changes the University makes prior to the student’s withdrawal. The amounts of institutional charges included in the R2T4 calculation are those charged or anticipated to be charged to the student’s account. Although institutional charges may not have actually been charged due to the student’s withdrawal, the University will use the actual charges to date, to include full tuition, fees, books and directed study (including sales tax) for each course in the payment period, and estimate remaining charges based on the students’ primary campus. Charges should not reflect Withdrawn (W) grade tuition adjustments.

Tuition waivers, excluding those for military students, are counted as Estimated Financial Aid (EFA) and will not be subtracted from institutional charges in the R2T4 calculation.

If after the student withdraws, the University changes the amount of institutional charges it assessed, or decides to eliminate all institutional charges, those changes will not impact the charges or aid earned in the calculation.

The University will return federal financial aid funds to programs in the following order up to the net amount disbursed from each:

- Unsubsidized FFEL/Direct Unsubsidized Loan
- Subsidized FFEL/Direct Subsidized Loan
- Federal Perkins loans
- Federal Direct Graduate/Professional PLUS
- Federal Direct Parent PLUS
- Federal Pell Grants
- Academic Competitiveness Grant (ACG)
- National SMART Grant
- FSEOG
- TEACH Grants
- Iraq & Afghanistan Service Grant (IASG)

After the University allocates its portion of unearned funds, the student must return federal financial aid owed in the same order specified above for the University. The amount of federal financial aid 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 funds 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 calculated amount to any federal financial aid loan program in accordance with the terms of the loan; and any federal financial aid 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 exceeds one-half of the total federal financial aid grant funds received by the student.

The University may round final repayment amounts, for which the University and student are responsible, to the nearest dollar.

**Timelines for Return of Funds**

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

**Tuition Refund Policy**

**Institutional**

The following provisions pertain to all refund policies applied by the University unless specifically stated otherwise. When a student who begins a program under Registered (R) status, pending the completion of the student admission file, and is subsequently denied admission, the student is eligible for a full tuition refund. The University does not refund tuition 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% refund for that course. Students who have completed 60% or less of the course are eligible for a pro-rata refund.

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

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

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

- Attend 1 week 83% refund due
- Attend 2 week 67% refund due
- Attend 3 week 50% refund due
Students have the right to cancel the Enrollment Agreement and the University Institutional Refund Policy within three business days after signing the Enrollment Agreement. 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**

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

- Students have the right to cancel the Enrollment Agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later.
- To cancel enrollment, the student must submit a written request postmarked on or before the applicable time period to the campus Director of Finance.

**Southern California Region**

To cancel enrollment, the student must submit a written request postmarked on or before the applicable time period to the campus Director of Finance, University of Phoenix, 875 W. Elliot Road, Tempe, AZ 85284.

**Bay Area Region**

To cancel enrollment, the student must submit a written request postmarked on or before the applicable time period to the campus Director of Finance, University of Phoenix, 875 W. Elliot Road, Tempe, AZ 85284.

**Sacramento Valley Region**

To cancel enrollment, the student must submit a written request postmarked on or before the applicable time period to the campus Director of Finance, University of Phoenix, 875 W. Elliot Road, Tempe, AZ 85284.

**Central Valley Region**

To cancel enrollment, the student must submit a written request postmarked on or before the applicable time period to the campus Director of Finance, University of Phoenix, 875 W. Elliot Road, Tempe, AZ 85284.

**San Diego Region**

To cancel enrollment, the student must submit a written request postmarked on or before the applicable time period to the campus Director of Finance, University of Phoenix, 875 W. Elliot Road, Tempe, AZ 85284.

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

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

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

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

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

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

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

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 (excluding Saturdays, Sundays, and holidays). 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 (if applicable), 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.

New Mexico
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 an Enrollment Agreement. To withdraw, a student must provide written notice to the University or appear personally at the University.
- If a student withdraws following the expiration of the three-day cancellation period, but prior to the first class, the University may retain up to $200.
- Following the beginning of the first class, refunds will be provided according to the University Institutional Refund Policy.
- Refunds must be made within 30 calendar days of the University's receipt of written notice of withdrawal or the University's termination of the student's enrollment, whichever is earlier.

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 (if applicable), 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 except all fees, including application fees (if applicable), assessment fees, student service fees, and book fees are non-refundable.

CONSUMER POLICIES AND CODES OF CONDUCT

University of Phoenix Family Educational Rights and Privacy Act

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 (FERPA) of 1974. Generally, information pertaining to a student record is not to be released to a third party without written or authorized electronic consent via a FERPA release form, judicial order or lawfully issued subpoena.

The University is required to provide students a copy of its FERPA policy annually and upon written request from students. Current students can obtain a copy of the FERPA policy in the appropriate online Academic Catalog at https://www.phoenix.edu/programs/degree-programs/academic-catalog.html

Under FERPA, a student is defined as an individual who is or has attended an educational institution. Students with at least one academically related activity (or one positive attendance "Y" posted, whichever happens sooner) in a university course are considered students.

Note: University Orientation Workshops are not considered university courses.

Access to Education Records

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 (FERPA) of 1974 (FERPA). Generally, information pertaining to students’ records shall 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.

Education records are defined as all records, files, documents and materials that contain 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
  • Exception: The Student Health Insurance Plan Enrollment/Acknowledgment form completed by local campus students in New Jersey and Massachusetts is defined as an education record.
• Records created after the student is no longer a student; alumni records

Note: Student’s prior external transcript copies must be obtained from the original issuing institution.

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 educational record information, provided the student does not have a FERPA Hold Request form on record.
• Student name
• Home address
• Email address
• Home telephone number
• Year of birth
• Dates of attendance at the University
• Dates of admission to the University
• University programs of study
• University degree completion dates and type of degrees earned
• Current enrollment status (full-time and withdrawn)
• Most recent previous institutions attended and degree(s) earned
• Grade level (freshman, sophomore, junior or senior)
• Photographs
• Honors and awards received
• Participation in officially recognized activities

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

To add a FERPA Hold Request, the student must complete and submit a FERPA Hold Request form to the Registrar’s Office. For a student to remove a FERPA Hold from their record, the student will need to fill out a FERPA Hold Release form. For a student to remove previously authorized parties from their record, the student would complete a FERPA Release Rescind form listing any/all parties that information should no longer be released.

Mass Distribution of Student Information
Anyone wanting to release mass distribution of directory student information must first request approval from the Vice President of the Office of Admissions & Records. Campus Personnel must send an email to the Vice President of the Office of Admissions & Records requesting approval to release student information.

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

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

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

**Student IRN, SSN or PIN numbers generally should not be released to a third party, unless necessary to perform a required task (e.g. Student Financial Agreement, FBI request, etc.).

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

Note: All third-party inquiries, including parents, require a FERPA Release form on file unless the third party meets one of the definitions under FERPA allowing access without prior written or authorized electronic consent from the student (e.g. legitimate educational interest, power of attorney, etc.).

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

• 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, Western International University, NetNut Scholarship Management, Aptimus, Protiviti, ACS, ECMC Solutions, National Student Clearinghouse, iParadigms, LLC, Taylor Corporation, Education Sales Management, Double Positive, Hills Consulting Group, SCRIPSAFE, Student Outreach Solutions, i3, Inside Track, Salesforce, Iron Mountain, Outsell Y-Connecting, Cenveo, IntraEdge, iTech InfoTech, iGrad, Sogeti, Vocado, and other services.

Collection agencies (Firstsource Advantage, Reliant Capital Solutions, FMS, CBE Group, States Recovery Systems, Northland Group, Primary Financial Services, Gatestone, Malcolm S. Gerald, I.C. System, Asset Recovery Solutions, Capital Management Services, Account Control Technology, ATG Credit, Tate and Kirlin Associates, Optio Solutions, Financial Recovery Services, Federal Bond and Collection Service) and other services

• Other schools to which a student seeks or intends to enroll
• Specified officials for audit and evaluation purposes
• Appropriate parties in connection with financial aid to a student
• Organizations conducting studies for, or on behalf of, the school
• Accrediting organizations
• To comply with a judicial order or lawfully issued subpoena
• Appropriate officials in cases of health and safety emergencies
• State and local authorities, pursuant to state law
• The U.S. Immigration and Customs Enforcement, in compliance with the Student Exchange Visitor Information System (SEVIS) program
• Under "Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act (USA PATRIOT ACT) of 2001," Section 507 amends FERPA and allows institutions to disclose without consent or knowledge of the student personally identifiable information from the student’s education records to the Attorney General of the United States or to his designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes specified in 2332b(g)(3)(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 nonforcible 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 nonforcible sex offense, the results of any disciplinary hearing conducted by the institution against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, the institution must provide the results of the disciplinary hearing to the victim’s next of kin, if so requested.

The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions.

If a student initiates legal action against an educational institution, the institution may disclose to the court, without a court order or subpoena, the student’s education records that are relevant for the institution to defend itself.

The disclosure is to parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1986.

A school official has a legitimate educational interest if:

- Performing a task specified in his or her job description or contract
- Performing a task related to a student’s education
- Providing a service or benefit relating to a student or a student’s family
- Representing a school in which a student seeks to enroll
- Disclosing information to federal and state authorities auditing compliance of federal or state support programs
- Disclosing information in connection with financial aid, to determine financial aid eligibility, amount of aid, conditions for the aid, or to enforce the terms of conditions of the aid
- Disclosing information to state and local officials to whom this information is specifically allowed to be disclosed pursuant to state laws if the allowed disclosure concerns the juvenile justice system and the system’s ability to effectively serve the student whose records are released
- Performing studies on behalf of educational institutions
- Disclosing information to accrediting organizations carrying out their accrediting functions
- Complying with a judicial order or lawfully issued subpoena provided notification to the student is made before complying with the subpoena
- The University can disclose personally identifiable information, directory, and non-directory, without student consent if the disclosure meets one of the following conditions:
  - This disclosure is to other school officials whom the University determines have legitimate educational interest
  - The disclosure is to officials of other schools where the student seeks or intends to enroll
  - The disclosure is subject to requirements of 34 CFR §99.35, to authorized representatives of the Comptroller General of the United States, Secretary, or state and local educational authorities
  - The disclosure is in connection with financial aid the student has applied for or received, if the information is necessary for such purposes as to determine the following:
    - Eligibility for aid
    - Amount of aid

- Conditions for aid
- Enforce terms and conditions of the aid

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

The University shall retain a record of student information disclosed to a third party if the disclosure does not fall under a FERPA exception. This information is kept on the University’s computer system containing dates, names and reasons for release. Students shall have reasonable access to their educational records and may request to review and challenge the contents, which they feel to be inaccurate, misleading, or otherwise in violation of their privacy or other rights.

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

Student Right to Access

Students wishing to review their educational records shall submit a written request to the Registrar specifying the records to be reviewed. Only records covered by FERPA 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 the students’ right to inspect and review their academic records by responding within 45 days from the time the University receives a written request to access their records. However, the Office of Admissions & Records 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 have a copy of or to inspect.

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 a student’s file, the student 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 his or her 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 that 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.
A student must submit a 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 within 14 days of the decision and advise the student of his or her right to challenge the information. A student’s request for a formal hearing must be made in writing and submitted to the Office of Admissions & Records. The Registrar will arrange for a hearing, and notify the student within 14 days from the receipt of the request of the date, place and time of the hearing. Students may present relevant evidence and may be assisted or represented at the hearings by one or more persons of their choice, including an attorney, at the student’s expense.

The University shall be represented by a hearing panel appointed by the Registrar. The panel will be comprised of individuals that do not have a direct interest in the outcome of the hearing. 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 request 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.

Exception: 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 (e.g., 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.

Exception: 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:

- The student is not in compliance with their University of Phoenix financial plan.
- There is an unresolved disciplinary action against the student.
- Transcripts will be issued as an exception to the above if one of the two exception criteria is met:
  - A student has filed for bankruptcy and has provided University of Phoenix with a copy of the bankruptcy petition filed with the courts.
  - A student has graduated from a previous University of Phoenix program on record as they had previously satisfied their financial obligation for that program.

If a student believes s/he qualifies for one of the aforementioned policies or exceptions but is unable to order a transcript on the University student web site, the student should contact the Admissions and Records Service Center at 800-866-3919 for assistance.

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, children (over the age of 18) and siblings. Beyond this time, requests for these records may be released to anyone after review and approval from the Registrar’s Office.

The University is required to provide students a copy of its FERPA policy annually and upon written request from the student. The Student Verification Process (SVP) is required for inbound and internally transferred phone calls in which a request for the release of or update to any student record information is made. 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 or 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.

**Solomon Act**

University of Phoenix complies with the Solomon Act, which provides certain information to military recruiters. Information that may be released includes the following:

- 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. No information will be released if the student has a FERPA hold on record.

**Gainful Employment Disclosures**

Disclosures regarding University programs related to gainful
employment are provided for each eligible program at http://www.phoenix.edu/programs/gainful-employment.html

**Student Loan Code of Conduct**

The University of Phoenix follows federal regulations that govern student loan requirements. The Student Loan Code of Conduct (http://www.phoenix.edu/tuition_and_financial_options/student_loan_code_of_conduct.html) creates and maintains uniform student loan practices that focus on the best interest of 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://www.phoenix.edu/tuition_and_financial_options/student_loan_code_of_conduct.html 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.

**Consumer Privacy Policy**

Summarized below are key elements of the University Privacy Policy. The full version of the policy is available at http://www.phoenix.edu/copyright-legal/privacy_policy.html

**Scope of Privacy Policy**

This policy applies to websites visitors, current and prospective students, and any other user of services offered through Apollo Group, Inc. and University of Phoenix (“Apollo” or “we”), including any websites or mobile applications operated by or on their behalf.

This policy applies to both online and offline collection, storage, processing, and transfer of personal information. However, certain sites or services may be subject to additional privacy policies (collectively "Additional Policies").

**Information Collected**

We collect various types of information through our sites and other websites where you can express interest in our services, through our mobile applications, over the phone and in person where print materials may be used to collect information from you. Some information is collected automatically through various web and Internet technologies, including social networking tools used by your University to foster communication and collaboration among members of our community. Other information is collected when you provide it in response to an advertisement, a survey or a request for information; apply for admission or financial aid; register for classes; order educational or other products and services; set up a social network or other site profile; or use one of our career resources, learning assessments, or other interactive tools. We may also obtain information from other sources and combine that with information we collect about you.

**Information Uses**

We will not sell, rent, or lease your Personal Information to others except as provided in this policy. 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 and provide customer support
- to administer promotions in which you have indicated an interest
- for 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 your University community through Social Networks
- for sharing with our Educational Partners who may contact you with respect to their educational or other 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
- for Online Behavioral Advertising purposes
- to improve Site and service performance and delivery
- to prevent potentially illegal activities (including illegal downloading of copyrighted materials in accordance with our Copyright Infringement policy)
- to analyze academic and learning outcomes and preferences
- to analyze risk and business results
- to obtain payment for services that we provide to you
- to provide you with information concerning arrangements and other options for the repayment of funds loaned to you for your education
- to maintain business records for reasonable periods
- to enforce our Terms of Use
- 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 Apollo, our Educational Partners, or our Business Associates.

**Your Rights and Choices**

**Marketing Communications**

If you do not wish to receive marketing email communications from us, you may express your choice where indicated on the applicable email or other communication, or cut and paste this link into a browser: http://mailout.universityofphoenix.com/web-docs/UnsubscribeEmail.html

If you do not wish to receive marketing telephone calls or mailings, you may express your choice to opt out by emailing Privacy@apollogrp.edu

Under California’s Shine the Light law, Cal. Civ. Code § 1798.83, we provide California residents the ability to opt out of disclosures to Educational Partners for direct marketing purposes. To opt out of these disclosures at no cost, email Privacy@apollogrp.edu

**Online Behavioral Advertising**

We or our Business Associates may use data collected on this site for Online Behavioral Advertising purposes, e.g. to customize ads to you on other web sites as you browse the Web. If you do not want your browsing behavior on the Sites to be collected for Online Behavioral Advertising purposes, visit http://info.evidon.com/ docs/UnsubscribeEmail.html

**Other Collection, Use, and Disclosure**
You may be able to opt out of our collection, use and disclosure of your personal information in other situations subject to applicable contractual, academic, legal or technical restrictions and reasonable notice. Note that if you opt out of certain uses of your personal information, we may no longer be able to provide certain products or services. For more information on your ability to opt out, email Privacy@apollogrp.edu

**Other Important Information**

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 your registration or other transaction you have initiated with us, as well as whenever we ask you to log in to any of our sites.

If you become a student, your educational records are subject to the U.S. federal Family Education Rights and Privacy Act (FERPA), state laws and your University policies. To obtain a copy of the “Students’ Rights to Privacy and Access to Educational Records” policy, visit http://www.phoenix.edu/about_us/regulatory/consumer-information.html

You may also contact us via one of the below methods:
- Phone: 1.800.866.3919
- Email: USSC@phoenix.edu
- Mail: University of Phoenix
  Attn: Registrar’s Office
  Mail Stop CF-A206, 4025 S. Riverpoint Parkway
  Phoenix, AZ 85040
  USA

Apollo Group may update this policy or revise it from time to time. If you are concerned about how your personal information is used or disclosed, you should contact the University as described above or review the web page http://www.phoenix.edu/copyright-legal/privacy_policy.html

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

If you want access to or wish to update any of your personal information or have any questions about our privacy practices, contact the University Chief Ethics and Compliance Officer at Privacy@apollogrp.edu or Apollo Group, Inc.
- Attn: Chief Ethics & Compliance Officer
- 4025 S. Riverpoint Parkway
- Phoenix, AZ 85040

**Copyright Infringement and Peer-to-Peer File Sharing Policy**

**Copyright Law**

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

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

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

**Copyright Infringement**

The copyright law provides the owner of copyright in a work the exclusive right to the following:
- Reproduce the work in copies
- Prepare derivative works based upon the work
- Distribute copies of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending
- Perform the work publicly
- Display the copyrighted work publicly
- Perform the work publicly by means of a digital audio transmission in the case of sound recordings

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

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

**Peer to Peer File Sharing**

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

If P2P file-sharing applications are installed on your computer, you 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 you may be sharing with others is important. You 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 applica-
The University may monitor traffic or bandwidth on the networks utilizing information technology programs designed to detect and identify indicators of illegal P2P file sharing activity. In addition to, or as an alternative, the University may employ other technical means to reduce or block illegal file sharing and other impermissible activities.

The University will also provide for vigorous enforcement and remediation activities for those students identified through the University Digital Millennium Copyright Act policy as potential violators or infringers of copyright. Disciplinary sanctions will be based on the seriousness of the situation and may include remediation based on a comprehensive system of graduated responses designed to curb illegal file sharing and copyright offenses through limiting and denial of network access or other appropriate means. These sanctions may be in conjunction with additional sanctions through the University Student Code of Conduct, its Acceptable Use Policy and any other University policy applicable to the particular situation. Students who are subject to professional codes of conduct that apply to their enrollment at the University shall be sanctioned according to the requirements of the respective code.

**Education and Awareness**

The University uses a variety of means to inform students, faculty, and other network users about copyright laws and the response to copyright infringement claims by the University. The University informs its campus community through the Consumer Information Guide and other periodic communications that unauthorized distribution of copyrighted material, including unauthorized P2P files sharing, may subject students and faculty to civil and criminal liabilities and the extent of the possible liabilities. The Consumer Information Guide, http://www.phoenix.edu/about_us/regulatory/consumer-information.html, 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 April 2012.

**Digital Millennium Copyright Act 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, and other network users to comply with U.S. copyright laws. Federal law prohibits the reproduction, distribution, public display or performance of copyrighted materials over the Internet without permission of the copyright owner, except in compliance with fair use or other copyright applicable statutory exceptions. For more information on copyright law, please refer to the University’s Copyright Infringement and Peer-to-Peer File Sharing Policy.

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

**University of Phoenix, Inc.**

Attn: Copyright Agent

Subject: Copyright Compliance

4025 S. Riverpoint Parkway, CF-K612
Phoenix, AZ 85040

Email: CopyrightAgent@apollogrp.edu

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

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

**Filing Notice of Alleged Infringement**

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

- Identify in sufficient detail the copyrighted work that you believe has been infringed upon; for example, a student describes the work that you own.
- Identify the material that you claim is infringing on your copyright as set forth in number 1 and provide detailed information reasonably sufficient to locate the infringing item; for example, provide the link to the infringing material.
- 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 AND SECURITY

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

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. Please visit http://www.phoenix.edu/about_us/campus_safety/campus_safety_policies.html or http://cdn.assets-phoenix.net/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf to access a PDF file of University of Phoenix Campus Safety Policies.

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 and FBI, as modified by the Hate Crime Statistics Act. The data includes all crimes reported to the University of Phoenix campus security authority. If a crime has occurred and has not been reported, it cannot be reflected in the following statistics. For this reason, University of Phoenix encourages everyone to report all crimes to their designated campus security authority and local law enforcement agency. Specific campus location statistics are available electronically at http://www.universityofphoenix.com/about_us/campus_crime_statistics.aspx or by requesting a printed copy from your local campus security authority, http://www.phoenix.edu/about_us/campus_safety/campus_safety_contact_list.html.

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.

University of Phoenix, 2013-2014
CONSUMER INFORMATION
CAMPUS SAFETY AND SECURITY
Emergency Mass Notification Policy
Apollo Group, Inc., and University of Phoenix have established an emergency mass notification process that includes emergency escalation processes, mass notifications and supporting systems. These processes enable Apollo, and its subsidiary educational institutions to contact or send notices, alerts or warnings without delay to employees for Apollo, and University of Phoenix faculty, and students in an emergency, dangerous or otherwise high-risk situation at a University site.

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

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

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

The policy can be viewed in its entirety in the Campus Safety Policies Manual, available at http://www.phoenix.edu/about_us/campus_safety/campus_safety_policies.html, or by requesting a printed copy from the University of Phoenix, or anywhere in the United States, visit the Sex Offender database at http://www.sexoffender.com or http://nsoprgov. 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 Clery 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.

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 authorities can be viewed at www.phoenix.edu/about_us/campus_safety_policies.html, or by requesting a printed copy from the University of Phoenix or anywhere in the United States, visit the Sex Offender database at http://www.sexoffender.com or http://nsoprgov. 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 Clery 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.

Alcohol and Other Drug Abuse Prevention
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 other drugs while attending class or meeting with campus personnel is prohibited and may be subject to disciplinary action. All alcohol and other drug 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 alcohol- or drug-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 Convictions
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, imprisonment or both.

More information about federal penalties and sanctions is located at http://www.justice.gov/dea/druginfo/ftp3.shtml. 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:
- First offense, a student loses eligibility for federal financial aid for one year from the date of conviction.
- Second offense, a student loses eligibility for federal financial aid for two years from the date of conviction.
- Third offense and subsequent offenses, a student is indefinitely ineligible for federal financial aid from the date of conviction.

Sale of Illegal Drugs:
- First offense, a student loses eligibility for federal financial aid for two years from the date of conviction.
- Second offense and subsequent offenses, a student is indefinitely ineligible from the date of conviction.

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

A student can regain eligibility for federal student aid funds the day after the period of ineligibility ends or upon successful completion of a qualified drug rehabilitation program that must include at least two unannounced drug tests; and
• Have received or be qualified to receive funds directly or indirectly under a federal, state, or local government program. Students denied eligibility for an indefinite period can regain it after successfully completing a rehabilitation program, passing two unannounced drug tests from such a program, or if a conviction is reversed, set aside or removed from the student's record so that fewer than two convictions for sale or three convictions for possession remain on the record.
In such cases, the nature and dates of the remaining convictions will determine when the student regains eligibility. The student is responsible to certify that a rehabilitation program was successfully completed. As with the conviction question on the FAFSA®, the University is not required to confirm the reported information unless conflicting information is determined.

Convictions During Enrollment
Federal regulations require enrolled students convicted of a drug offense after receiving federal financial aid to notify Student Financial Services - Operations (SFS-O) immediately, become ineligible for further federal financial aid and repay federal financial aid received after the conviction.

Institutional Sanctions for Alcohol and Drug Violations
Any member of the University community found consuming or selling alcohol or drugs on University property shall be subject to discipline on a case-by-case basis.
• Discipline will be based on the seriousness of the situation.
• A case may result in dismissal from the University.
• In all cases, the University will abide by local, state and federal sanctions regarding unlawful possession of drugs and the consumption of alcohol.
• Additional state penalties and sanctions may also apply.
• The University has adopted a zero tolerance policy regarding underage drinking.
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STUDENTS’ RIGHTS AND RESPONSIBILITIES

Student Organizations

It is the policy of University of Phoenix (UOPX) to provide our students with opportunities to form student organizations that are recognized under the University’s Conditions of Recognition for Student Organizations.

Conditions of Recognition for Student Organizations

The University has established the following minimum criteria that each student organization must meet to be recognized by, and to function within, the University of Phoenix community:

- Recognized Student Organizations are independently installed, organized, and managed by students enrolled and actively attending at the University.
- All members of a University Recognized Student Organization must be enrolled and actively attending the University and in good standing.
- Recognized Student Organizations are recognized by, but not official units of University of Phoenix or Apollo Group, Inc.
- Recognized Student Organizations must have a published purpose/mission, operate under a formal leadership/governance structure, and maintain membership rosters, financial statements, meeting minutes, etc. Said items shall be submitted upon initial application and upon annual review or more frequently, as required or requested.
- Recognized Student Organizations must have a University-approved Campus Liaison. The role of the Campus Liaison is voluntary and intended to serve as a liaison between the campus-based student organization and the University and to provide general guidance related to installing, organizing, leading, managing, and sustaining a healthy and productive student organization. If it becomes necessary for a student organization to be dissolved, the Campus Liaison will provide guidance/support to ensure a seamless exit strategy for the participating students, student organization, and the University. (Information pertaining to the minimum University of Phoenix Campus Liaison criteria is provided on pages 11-12).
- Recognized Student Organizations may not possess any financial ties or result in any financial impact to University of Phoenix or any other subsidiaries of Apollo Group, Inc. All expenses related to installing, organizing, leading, managing, and/or sustaining a student organization are the sole responsibility of the student organization.
- The tax status of the University does not extend to student organizations. Student organizations must follow all local, state, and federal guidelines. Student organizations have sole responsibility for securing, maintaining, or demonstrating that they operate under the appropriate nonprofit tax exemptions (i.e., 501(c)(7) or tax employer identification numbers, as appropriate. Under no circumstances are student organizations allowed to utilize the federal tax numbers or designations of University of Phoenix or any other subsidiaries of Apollo Group, Inc.
- Consistent with the University of Phoenix Mission, Recognized Student Organizations must strive to enhance the student experience, the University culture, and their communities as demonstrated with the organization’s purpose/mission and charter.
- Recognized Student Organizations must meet all Conditions of Recognition and agree to abide by all University of Phoenix regulations, policies, and procedures. This includes, but is not limited to, all academic catalog policies, campus safety policies, consumer information policies, public relations policies, marketing/advertising guidelines, privacy policies, and the student, faculty, and staff codes of conduct.
- Recognized Student Organizations must be open to all students who meet the membership requirements. Recognized Student Organizations may not limit membership based on race, color, gender, age, religion, disability or perceived disability, veteran status, sexual orientation, gender identity, national origin, or any other category protected by federal, state, or local law.
- Student organizations must submit a Student Organization Recognition application to the University of Phoenix Office of Academic Administration and be approved by the University to receive formal recognition status and recognition-related benefits. Formal recognition and access to the recognition-related benefits will not be granted until an application is reviewed and approved.
- Recognized Student Organizations must submit for affiliation renewal 30 days prior to the anniversary of their initial recognition approval date. Upon approval, recognition status and benefits will be renewed for one year. This ensures proper maintenance of each student organization recognition and continued compliance with regulatory, policy, and procedural changes.
- All members of a University recognized Student Organization must be actively enrolled in the University and in good standing.
- Student Organizations that are academically oriented or request to install an institutional-level chapter/charter must receive approval from the appropriate Institutional Sponsor (i.e., College/School Dean or Director-level representative in University of Phoenix Central Administration), as appropriate.
- Recognized Student Organizations must meet one of the University’s approved Student Organization Types and Recognition Statuses as defined below.

Approved Recognized Student Organization “Types”

- Academic excluding Honor Societies - Academic organizations are generally intended for students with common academic interests, pursuing a particular field of study, and/or students who are interested in academic engagement and support beyond the classroom.
- Honor Societies - Honor Societies are generally geared toward students who demonstrate a high level of academic achievement. Membership in honor societies (e.g., Delta Mu Delta) is typically by invitation and criteria-based.
- Professional -Established professional associations are generally intended for students with a specific program, interest area, and possibly occupational aspirations in a professional field (e.g., Project Management Institute [PMI], Society for Human Resource Management [SHRM]).
- Service - Service organizations are generally intended for students seeking opportunities to participate in community service and/or philanthropic activities.

Approved Recognized Student Organization Recognition

University of Phoenix, 2013-2014
STUDENTS’ RIGHTS AND RESPONSIBILITIES
"Statuses"

- University-Level Recognition - Student organizations, which have been approved by the University and the participating student organization’s corporate office to install an institutional-level charter/chapter under which all local campus sites would operate. For example, University of Phoenix installed the Delta Mu Delta Lambda Sigma institutional charter in 2009, under which all campus sites are eligible to apply to install a local area charter.

- Local Campus-Level Recognition - Additional local campus sites that have been approved by the University to operate under the governance/oversight of the University-Level recognized charter/chapter. For example, the Boise Campus has been approved to install a “co-chapter” which operates under ships as University’s Delta Mu Delta Lambda Delta institutional-level charter.

- Single Site Recognition - Student organizations which have been approved by the University and the participating student organization’s corporate office to install a charter/chapter to operate separately and independently at one of the University’s local campus sites.

- Non-Standard Recognition - Student organizations, which do not fit any of the other recognized affiliation statuses, may apply for affiliation under this status. These requests are considered on a case-by-case basis.

University of Phoenix Supplemental Standards for Candidates in the College of Health Sciences and Nursing

Candidates in a College of Health Sciences and Nursing programs 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 Health Sciences and 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 College of Health Sciences and 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 nursing, 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 consistently meeting academic and professional standards 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.

University of Phoenix Supplemental Standards for Candidates in College of Social Sciences Counseling and Human Services Programs

Candidates in College of Social Sciences programs 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, College of Social 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 College of Social 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 of the counseling and/or human services industry, the University classroom, and all field placements, practicums, and internships.
7. The candidate 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. These guidelines are outlined in the National Organization for Human Services (NOHS) Code of Ethics, the American School Counselor Association (ASCA) Ethical Standards for School Counselors, and the American Counselors Association (ACA) Code of Ethics.
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 assignments.
12. The candidate maintains a pattern of consistently meeting academic and professional standards 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.

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

Candidates in a University of Phoenix College of Education program leading to certification or licensure 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 College of Education has instituted processes to ensure that candidates demonstrate the appropriate behavioral and programmatic skills required of the profession. As such, candidate interactions with staff, faculty, fellow students, and external placement constituents are observed throughout their attendance. Additionally, 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. The Referral Process is not intended as punitive, but rather as a corrective measure to ensure candidates are prepared to enter their profession.

During the course of their program, including general education courses, candidates are expected to conduct themselves in accordance with the Student Code of Conduct, Professional Dispositions Rubric, and Supplemental Standards criteria. Faculty members will closely monitor a candidate’s academic progress through a review of grades and dispositions. Should a student be reported for academic or behavioral issues at any time during their period of attendance, a student may be issued a Referral under the Supplemental Standards. A referral may be issued with or without a corresponding Student Code of Conduct action.

**Supplemental Standards**

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, and external placement constituents.

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 in the University classroom and in clinical experience.
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 him-
self/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, staff, and external placement constituents, as well as in preparation and submission of required course work and the completion of tests.

Referral under the Supplemental Standards

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 such charges. However, a charge under the Student Code of Conduct will 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.

Procedures for Processing Referrals

A. First Referral

1. Upon receipt of a Notification of a Referral, the Campus College Chair or designee will review the information presented, as well as gather any additional information relevant to the notification. The Campus College Chair or designee will then notify the candidate by letter of the referral, identifying the candidate’s deficiencies in meeting the above Supplemental Standards.

2. Upon receipt of the Notification of Referral letter, the candidate must respond in writing within ten (10) calendar days. Failure to respond will result in the candidate being suspended indefinitely at the conclusion of his/her current course. A candidate suspended solely for failure to respond will be reinstated to attendance upon receipt of his/her written response.

3. The Campus College Chair and candidate will meet for the purpose of discussing the referral and developing a remediation plan to assist the candidate in correcting identified deficiencies. The Campus College Chair will have final authority over the terms of the remediation plan. The candidate will be provided a written copy of the remediation plan.

4. The candidate must meet with the Campus College Chair or designee regarding progress in completing the remediation plan or challenges with completing the remediation plan. Failure to complete the remediation plan in the time prescribed may result in an additional referral under the Supplemental Standards.

5. Failure by the candidate to meet with the Campus College Chair or designee will result in the candidate being suspended indefinitely at the conclusion of his/her current course. A candidate suspended solely for failure to respond will be reinstated to attendance upon receipt of his/her written response.

6. The candidate will be notified in writing of successful completion of the remediation plan.

B. Two or More Referrals

1. Upon receipt of a Notification of a Referral, the Campus College Chair or designee will review the information presented, as well as gather any additional information relevant to the notification. The Campus College Chair or designee will then notify the candidate in writing of the referral and the convening of a Candidate Retention Committee, identifying the candidate’s deficiencies in meeting the above Supplemental Standards. Notification shall specifically describe the issue(s) to be discussed and the possible recommendation options available to the Candidate Retention Committee.

2. Upon receipt of the Notification of Referral with Candidate Retention Committee letter, the candidate must respond in writing within ten (10) calendar days. Failure to respond will result in the candidate being suspended indefinitely at the conclusion of his/her current course. A candidate suspended solely for failure to respond will be reinstated to attendance upon receipt of his/her written response.

3. After the candidate has responded, the Campus College Chair or designee shall convene a meeting of the Candidate Retention Committee as described below.

4. The candidate will be notified in writing of the decision of the Candidate Retention Committee, including any right of appeal.

Candidate Retention Committee

1. The Candidate Retention Committee is comprised of the Campus College Chair or designee and at least two faculty members within the candidate's College.

2. The Campus College Chair or designee and candidate will agree to a time/date that the candidate must meet with the Candidate Retention Committee.

3. Failure by the candidate to meet with the Candidate Retention Committee within thirty (30) calendar days of receipt of the notification will result in the candidate being indefinitely suspended at the conclusion of his/her current course. A candidate suspended solely for failure to meet with the Candidate Retention Committee will remain suspended pending the outcome of the Candidate Retention Committee.

4. The candidate must participate in a dialogue with the Candidate Retention Committee to discuss why the referral occurred, whether a formal remediation plan or other corrective action is
needed, including possible withdrawal from the program. The Candidate Retention Committee members shall discuss with the candidate the issues or problems that appear to be hindering his/her academic progress and the candidate is expected to provide insight regarding the referral and possible solutions.

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

6. After meeting with the candidate, the Candidate Retention Committee members shall dismiss the candidate from the meeting prior to their deliberations on a recommendation. The Candidate Retention Committee shall make one of the following recommendations:
   a. Take no action;
   b. Institute a formal remediation plan; or
   c. Withdraw the student from the program.

7. The Candidate Retention Committee shall issue a summary report, generally containing findings and recommendations, to the Director of Academic Affairs or designee, who has the ultimate authority to accept, reject, or modify the recommendations of the Candidate Retention Committee and render the decision.

**Decision**

1. **Take No Action**
   a. Upon a decision to take no action, the candidate will be notified in writing of the decision.
   b. A decision to take no action may be taken into consideration should the candidate receive any future referral.
   c. A decision to take no action is final and cannot be appealed.

2. **Institute a Formal Remediation Plan**
   a. Upon the decision that a formal remediation plan be instituted, the candidate will be notified in writing of this decision and directed to contact the Campus College Chair or designee.
   b. Upon notification, the candidate is expected to contact the Campus College Chair or designee within thirty (30) calendar days for the purpose of scheduling a meeting to develop a remediation plan to assist the candidate in correcting identified deficiencies. Failure by the candidate to meet with the Campus College Chair within thirty (30) calendar days of notification may result in an additional referral under the Supplemental Standards.
   c. The candidate will not be permitted to have representation by an attorney or any other third party in this academic meeting.
   d. The Campus College Chair will have final authority over the terms of the remediation plan. The candidate will be provided a written copy of the remediation plan.
   e. The candidate is expected to maintain contact with the Campus College Chair or designee regarding progress in completing the remediation plan or challenges with completing the remediation plan. Failure to complete the remediation plan within the proscribed time may result in an additional referral under the Supplemental Standards.
   f. A recommendation decision by the Candidate Retention Committee to institute a Formal Remediation Plan is final and cannot be appealed.

3. **Program Withdrawal**
   a. Upon decision that the candidate be withdrawn from the program, the candidate will be notified in writing.
      i. A student who does not successfully complete his/her student teaching, practicum, internship or field experience within two attempts will be withdrawn from the program without going through the Candidate Retention Committee.
   b. The candidate notification of program withdrawal will inform the student s/he has the right to appeal this decision to the Central Administration Appeals Committee by filing a written statement within ten (10) calendar days of receipt of the decision. The notification will provide the candidate with information on submitting such appeal.
   c. If no appeal is filed within ten (10) calendar days of receipt of the decision, the program withdrawal becomes a final decision and there is no further appeal.

NOTE: A student who does not successfully complete his/her student teaching, practicum, internship or field experience within two attempts will be withdrawn from the program without going through the Candidate Retention Committee.

**Central Administration Appeal Committee**

1. The Central Administration Appeals Committee is generally comprised of the Dean from the appropriate college, an Assistant or Associate Dean from the appropriate college or designee, and a Regional Director of Academic Affairs.

2. The Central Administration Appeals Committee will review information provided by the campus, which shall consist of any information considered by the Candidate Retention Committee and the student’s statement of appeal. The Central Administration Appeals Committee meeting is facilitated by the Office of Dispute Management.

3. The Central Administration Appeals Committee shall make one of the following decisions:
   a. Reject the withdrawal and remand back to the campus to reinstate into the program and remediate if applicable; or
   b. Uphold the program withdrawal.

4. The candidate will be notified in writing of the Central Administration Appeals Committee decision.

5. The decision of the Central Administration Appeals Committee is final.

**Policy on Nursing Ethics and Professional Competence**

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

University of Phoenix Professional Nursing Responsibilities.

American Nurses Association Code for Nurses.

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

University of Phoenix, 2013-2014

STUDENTS’ RIGHTS AND RESPONSIBILITIES

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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.

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

Students have the right to restrict disclosure of directory information. Written requests for privacy holds should include name, IRN, address, specific records to be withheld and/or to whom the privacy hold applies, and the student’s signature and date. Requests are valid throughout student’s enrollment unless otherwise notified. Please send or fax your request to: Registrar, University of Phoenix, 4025 South Riverpoint Parkway, Mail Stop CF-A206, Phoenix, AZ 85040, Fax (480) 643-1600.
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 with, 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/sexual 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 or 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, other substances or illegal drugs while in class, at campus-sanctioned events, or when meeting with campus personnel.
11. Failure to maintain confidentiality and respect the privacy of personal or professional information communicated about clients, one’s employer, other students or their employers.
12. Falsification, alteration or invention of information, including, but not limited to, any third party document used to apply for financial aid, or lying during a University investigation.
13. Violation of the Student Code of Academic Integrity.
14. Violation of the policy on Acceptable Use of University Computing and Communication Resources for Students and Faculty.
15. Hazing (any action which recklessly or intentionally endangers the mental health or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any University-sanctioned organization).
16. Violation of University regulations and policies (in addition to those regulations and policies covered by items 1-15 above).
17. Violation of federal, state, 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:

1. 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:
   a. 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.
   b. Paraphrasing statements, paragraphs, or other bodies of work without proper citation using someone else’s ideas, data, language, and/or arguments without acknowledgement.
   c. 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.
d. Failure to properly cite and reference statistics, data, or other sources of information that are used in one’s submission.

2. Self-plagiarism, double dipping, or dovetailing - Submission of work that has been prepared for a course without fair citation of the original work and prior approval of faculty. Students who submit assignments that were previously submitted in any prior 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.

3. Fabrication - Falsification or invention of any information, citation, data, or document.
   a. 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.

4. 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. This includes the purchasing of services to partially or fully complete academic work.
   a. 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.

5. Copyright infringement - Acquisition or use of copyrighted works without appropriate legal license or permission which includes peer-to-peer file sharing.
   a. Any unauthorized distribution of copyrighted material, including peer-to-peer file sharing, including illegal downloading or unauthorized distribution of copyrighted materials using the University information technology system may subject a student to civil and criminal liabilities. Refer to: http://www.copyright.gov/title17/92chap5.pdf for information on federal copyright infringement and remedies.

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

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

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

Please note there are three separate procedures under the Student Code of Conduct: campus code of conduct, student records, and Title IX.

1. Campus Code of Conduct - all violations unless related to student records or sex discrimination/sexual harassment.
   a. Alleged Violations are subject to a fair and impartial process and may result in a warning or charge.
   i. Investigation - alleged violations will be investigated in a prompt, thorough, and impartial manner. The investigation will gather relevant evidence, including, but not limited to, pertinent documents and statements from witnesses.
   ii. During an investigation a student may be removed from class, campus-sanctioned events, and other University functions after review and consultation with the Office of Dispute Management.

b. Notification - A student who is charged will be notified of the specific charge(s) in writing and will be given ten (10) days to submit a written response to the designated University official.
   i. Failure of a student to respond to the Charging Letter will result in suspension from the University following completion of the current course if the student is actively attending classes and is not subject to immediate suspension.
   ii. In those instances where it is determined the conduct does not warrant a Charging Letter, a Warning Letter and/or counseling to the student will be provided. Note: A Warning Letter is not appealable.
   iii. If this is a drug and/or alcohol related offense the campus must also notify the Office of Dispute Management.

c. Student Response
   i. A student response acknowledging guilt will be sent to the Campus Director of Academic Affairs, the Campus Director of Operations, or their designee who will determine the appropriate sanction(s).
   ii. A student response denying the charge(s) will follow the committee process outlined below.

d. Ethics Committee:
   i. After the campus investigation is completed and the student has responded to the Charging Letter, an Ethics Committee will be convened to review the file, make findings of facts and recommendations to the Campus Director of Academic Affairs or the Campus Director of Operations (or designee).
   ii. The Ethics Committee will be facilitated by an impartial University administrator and composed of 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.
   iii. The preponderance of the evidence standard of proof (more likely than not) will be used to weigh the evidence and make a recommendation to the Director of Academic Affairs, Director of Operations, or designee about whether a violation occurred and what sanction, if any, is warranted.
   iv. Students will be afforded the opportunity to address the Committee via teleconference to make a statement in their defense.
   v. Students are not entitled to representation by an attorney or any other third party at any point in the process.
   vi. Tape, digital, or other electronic recording of the committee meeting is not permitted.
   vii. The Committee members are given a Case Packet with all relevant information for the committee meeting, including any written response received from the student.
   viii. The Committee members sign a Confidentiality Statement for Committee Members and, after the Committee’s deliberations, the Case Packets are required to...
STUDENT CODE OF CONDUCT

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

2. Student Records Code of Conduct

a. Alleged Violations are subject to a fair and impartial process and may result in a warning or charge.

b. Investigation - alleged violations will be investigated in a prompt, thorough, and impartial manner.

i. The investigation will gather relevant evidence, including, but not limited to, pertinent documents and statements from witnesses.

ii. During an investigation a student may be removed from class, campus-sanctioned events, and other University functions after review and consultation with the Office of Dispute Management.

iii. The Registrar’s Committee will use the preponderance of evidence standard of proof (more likely than not) to weigh the evidence and make a recommendation to the Registrar (a designee may be appointed if the Registrar has recused himself/herself).

iv. The Registrar’s Committee will be facilitated by a Manager or Senior Investigator from Apollo Ethics and Compliance. The facilitator must be impartial and have had no prior involvement with the investigation or student.

v. The Registrar’s Committee composition will be at least three impartial individuals who have no prior involvement with the student or the investigation: an Associate Registrar (or designee); a Director or Operations Manager from the Registrar’s Office (or designee), and a Director from Office of Admissions & Records or a Director of Finance.

vi. The Registrar’s Committee will 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.

vii. Students will be afforded the opportunity to address the Registrar’s Committee via teleconference to make a statement in their defense.
vi. Students are not entitled to representation by an attorney or any other third party at any point in the process.

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

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

ix. The Registrar's Committee members sign a Confidentiality Statement for Committee Members and, after the Committee's deliberations, the Case Packets are required to be destroyed in order to maintain confidentiality.

g. Sanctions:

i. If a violation is found, disciplinary sanctions will 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, a failing grade on assignments or for the course, suspension and/or expulsion.

ii. A recommendation of expulsion by the decision maker will be automatically reviewed by the SDRC in the ODM.

h. Appeals:

i. Where a student is found to be in violation of the Student Code of Conduct after receiving a Charging Letter, they may appeal the decision to the SDRC in the ODM within ten (10) days of receiving the Registrar's decision.

ii. The SDRC is 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 will be communicated directly to the student and the campus.

3. Title IX Student Code of Conduct - An alleged violation of the Title IX Student Code of Conduct that relates to sex discrimination, sexual harassment, or sexual violence will be forwarded to the University’s Title IX Coordinator, Camie Pratt, Associate Vice President, Office of Dispute Management, 4025 S. Riverpoint Parkway, Mailstop CF-SX01, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu.

a. Alleged Violations are subject to a fair and impartial process and may result in a warning or charge.

i. Alleged violations will be investigated in a prompt, thorough, and impartial manner. The investigation will gather relevant evidence, including, but not limited to, pertinent documents and statements from witnesses.

ii. Investigations will be conducted within 60 days barring any unusual complexity.

iii. During an investigation a student may be removed from class, campus-sanctioned events, and other University functions after review and consultation with the Office of Dispute Management.

b. Notification - A student who is charged will be notified of the specific charge(s) in writing and will be given ten (10) days to submit a written response to the designated University official.

i. Failure of a student to respond to the Charging Letter will 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.

ii. In those instances where it is determined the conduct does not warrant a Charging Letter, a Warning Letter and/or counseling to the student will be provided. Note: A Warning Letter is not appealable.

iii. The complainant(s) shall be notified of when and if a Charge Letter or warning is sent to the respondent(s).

c. Student Response:

i. A student response acknowledging guilt will be sent to the Title IX Coordinator (or designee), who will determine the appropriate sanction(s).

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

d. Title IX Committee:

i. 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.

ii. The Title IX Committee will be convened to review the file and make findings and recommendations to the Title IX Coordinator or Deputy Coordinator (a designee may be appointed if the Coordinator has recused himself/herself).

iii. The Title IX Committee will be facilitated by an impartial administrator from the Office of Dispute Management.

iv. The Title IX Committee composition will 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.

v. The Title IX Committee will use the preponderance of the evidence standard of proof (more likely than not) to weigh the evidence and make a recommendation to the Title IX Coordinator, Deputy Coordinator, or designee about whether a violation occurred and what sanction, if any, is warranted.

vi. Students and complainants will be afforded the opportunity to separately address the Title IX Committee to make a statement in their defense. This may be done via teleconference.

vii. 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 HEOA, opposing parties are entitled to have third parties present during the committee process. (Note: The third party cannot be an attorney).

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

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

x. The Title IX Committee members sign a Confidentiality Statement for Committee Members and, after the Title IX Committee's deliberations, the Case Packs are required to be destroyed in order to maintain confidentiality.

e. Decision - the facilitator delivers a summary report, generally containing findings of fact and recommendations, to the Title IX Coordinator or Deputy Coordinator (or designee), who has the ultimate authority to accept, reject, or modify the recommendations of the Title IX Committee and render the decision.

i. The decision will be communicated to the student and the complainant by the Title IX Coordinator or designee.

ii. In accordance with the requirements under the 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(s) 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.

iii. In accordance with the requirements under the HEOA, opposing parties will be informed of the committee determination, including any sanction that is imposed.

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

f. Sanctions:

i. If a violation is found, disciplinary sanctions will 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, a failing grade on assignments or for the course, suspension and/or expulsion.

ii. A recommendation of expulsion by the decision maker will be automatically reviewed by the Student Discipline Review Committee in the Office of Dispute Management and must be endorsed before the Title IX Coordinator communicates that sanction to the student.

g. Appeals:

i. Where a student is 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 (10) days of receiving the Title IX Coordinator's decision. Additionally, the complainant has the right to file an appeal.

ii. The SDRC is 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 designees). The decision of the SDRC is final and will be communicated directly to the student, complainant, and the Registrar, except in the case of a decision by the SDRC supporting a Registrar recommendation of expulsion (see f.i. above).

iii. If the student is sanctioned with expulsion, the review of the appeal will be conducted by the Senior Management Review Committee (SMRC) in the Office of Dispute Management. The SMRC is comprised of the Provost, the Vice President of Office of Admissions & Records, and the Dean of the accused student's college (or their respective designees). The decision of the SMRC is final and will be communicated directly to the student and the campus.

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**DISPUTE RESOLUTION**

The following policy and procedures are to be used to resolve disputes by both current and former students of the University. Students are encouraged to bring the concerns outlined below to the attention of the appropriate individual/department, as set forth in Step One below. These individuals/departments will investigate and resolve such concerns accordingly. A covered dispute is subject to the conditions below and may be submitted to the formal Dispute Resolution Procedures set forth in this section if not satisfactorily resolved through the prior intervention of Step One.

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

If a Level One dispute is not resolved as a result of Step One, then prior to proceeding to Arbitration, all parties are encouraged to participate in a formal mediation session facilitated by a professional, neutral mediator. Mediation is not mandatory but is strongly encouraged as an effective way to resolve disputes. Mediation is not a mandatory prerequisite to arbitration. The physical location for the mediation shall be mutually selected by the parties. If the parties elect mediation, the student is required to pay the sum of $100 towards the mediation costs, which amount shall be paid directly to the mediator. Any other costs associated with the mediation shall be paid by the University. Both the student and the University shall submit in writing to the other the name(s) of one or more professional, neutral mediators as a potential mediator in the matter. The parties will exercise their best efforts to agree on the selection of a mediator. If the parties cannot agree on the selection of a mediator, then the parties can submit the matter to the American Arbitration Association for the purpose of having a neutral mediator appointed. The mediator shall schedule the mediation as expeditiously as possible. All parties will have the opportunity to attend and participate in the mediation. Any party may be represented by counsel of his or her choosing, at his or her own expense. The mediator shall direct how the mediation will be conducted. As with all mediations, any resulting resolution must be agreed to by the parties, which shall constitute a final and binding resolution of the matter.

Step Three: Binding Arbitration

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

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

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

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

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

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

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

8. The Federal Rules of Evidence shall apply. The arbitrator shall have jurisdiction to hear and rule on pre-hearing disputes and is authorized to hold pre-hearing conferences by telephone or in person, as the arbitrator deems necessary. The arbitrator shall have the authority to entertain a motion to dismiss and/or a motion for summary judgment by any party and shall apply the standards governing such motions under the Federal Rules of Civil Procedure and applicable federal common law.

9. Within 30 days of the close of the arbitration hearing, any party will have the right to prepare, serve on the other party and file with the arbitrator a brief. The arbitrator may award any party any remedy to which that party is entitled under applicable law, but such remedies shall be limited to those that would be available to a party in his or her individual capacity in a court of law for the claims presented to and decided by the arbitrator, and no remedies that otherwise would be available to an individual in a court of law will be forfeited by virtue of this Arbitration Agreement. The arbitrator will issue a decision or award in writing, stating the essential findings of fact and conclusions of law. Except as may be permitted or required by law, as determined by the arbitrator, neither a party nor an arbitrator may disclose the existence, content, or results of any arbitration hereunder without the prior written consent of all parties. A court of competent jurisdiction shall have the authority to enter a judgment upon the award made pursuant to the arbitration.

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

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

Academic Advisement

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

Registration

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

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

Admission Statuses

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

Admitted (AM) Status

The Office of Admissions and Evaluation in Office of Admissions & Records grants a student unconditional admitted status after all documents have been received, the applicant’s admission file has been officially reviewed, and all admission requirements and conditions for the chosen program have been met. Students in all programs must attain admitted status and be officially evaluated by the completion of their fourth University course. 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. Students who are unable to obtain an official admission status by the completion of their fourth University course will be administratively withdrawn from the University and placed on Admission Deadline Exceeded (DE) admission status.

Graduate Provisional (PV) Status

Students who meet all admission requirements in graduate programs except the minimum GPA requirement of 2.50 or 3.00 (see program specific admissions requirements) may be admitted on Provisional status if their entrance GPA is between 2.0 and 2.49 or 2.50 and 2.99 depending on the program of interest. Students admitted on provisional status must achieve a GPA of 3.0 in their University of Phoenix course work at the end of their fourth completed program applicable course to be unconditionally admitted and placed on Admitted status. Failure to meet the minimum grade point average (GPA) of 3.0 by the fourth completed program applicable course will result in a DA (Disqualified for Admission) student academic status.

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.

**Admitted with Condition (AC) Status**

Undergraduate degree applicants participating in a university sponsored trial period will be granted Admitted with Condition admission status after all admission documents have been received, the admission file has been reviewed, and the minimum admission requirements for the chosen program have been met. As a condition of admission, students on Admitted with Condition (AC) admission status must meet class attendance requirements in the fourth week of their first course (or after) and have all transfer credits evaluated prior to being unconditionally admitted.

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

**Student Academic Statuses**

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

**Regular**

The student is in compliance with applicable academic standing and progression based on program requirements.

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

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

Disqualified for Admission (DA) Academic Status
Disqualified for Admission or DA academic status results when students who are admitted provisionally fail to achieve the minimum grade point average (3.0 graduate) at the conclusion of the provisional period of four completed program applicable courses. Students who have been Disqualified for Admission (placed on DA academic status) will be administratively withdrawn from the university and are not eligible to re-enroll until the lapse of six months from the date of disqualification. Approval must be granted by the Student Appeals Center in order to re-enroll into any program with the University. Students placed on Disqualified for Admission (DA) status may not appeal to return before the end of the six month disqualification period. There will be no exceptions. Students who have been Disqualified for Admission (placed on DA academic status) may not transfer to another degree program or major until they have fulfilled the six month disqualification period and have received approval through a student appeal.

Program Academic Statuses
The following statuses are applicable to the specific degree programs students are pursuing. If the student changes degree programs, the statuses can be adjusted depending on new program requirements and course applicability. Official decisions regarding your admissions and academic statuses may be delivered to you via your student website or US Mail.

Regular
Student is in compliance with applicable academic standing and progression based on program requirements.

Academic Probation
Academic probation shall occur when a grade point average (GPA) falls below acceptable levels for the program. Probation lasts for a period of four consecutive program applicable courses. 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). Financial Aid students will continue to receive funds during the probationary period. Veteran students will continue to receive DVA educational 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.

Course Statuses

Administrative Withdrawal (AW)
Student withdrawn from course as a result of an Administrative Withdrawal from the university and/or program.

Audit (AU)
Student observes the course but does not participate in course. No grade will be issued for course in AU status.

Completed (CO)
Student has completed the course and attended enough workshops to receive a letter grade.

Dropped (DR)
The DR status is only used under rare and certain circumstances. The DR status should not be used to "drop" a student from class. Rather, the attendance "Y" / "N" should be posted and based on the attendance rules a "W" grade will potentially be granted. The DR status is also used to designate future courses that will be waived.

Enrolled (EN)
Student is enrolled in course and positive attendance has been posted for at least one workshop.

Obsolete (OB)
Student has been scheduled for a course that has been retired. The student will need to be scheduled for the course prior to the retirement date or be scheduled to take an equivalent course for degree completion.

Scheduled (SC)
Student is registered/scheduled for course but no attendance is posted.

Insufficient Attendance (TA)
Student has not attended enough course workshops to be eligible for a grade other than "W" or "WF".

Waived with Credit (WC)
University of Phoenix required course waived with credit.

Waived with Credit (WO)
Student has processed a waiver request through the Office of Admissions & Records.

Withdrawn for Prerequisite (WP)
Student withdrawn from course for failure to meet the course and/or program prerequisite requirement.

Withdrawn for Non-Payment (WT)
Student withdrawn from course due to non-payment.
Exemption (WV)
Campus has applied an exemption for the course. Course fulfills proficiency or has been waived without credit as a prerequisite.

Candidacy Statuses

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.

Student Falsification of Information
All students applying for admission to the University have the responsibility to submit a complete and accurate application package including all academic and professional credentials required. Submitting incomplete, false, or misleading information may be grounds for dismissal at any time.

General Student Grievances
The University has a responsibility to protect the rights of students and ensure compliance with its nondiscrimination policy by providing a process for those who desire to file a grievance against the University, including any claim of discrimination. Students who are alleging discrimination or harassment, please refer to the Nondiscrimination Policy section or Harassment Policy sections of this catalog.

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

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

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

- In Alabama, the student may contact the Alabama Department of Postsecondary Education, PO Box 302130, Montgomery, AL 36130-2130; telephone (334) 242-2959.
- In Arizona, the student may contact the Arizona State Board for Private Postsecondary Education, 1400 W. Washington, Room 260, Phoenix, AZ 85007, telephone (602) 542-2399, website: www.azppse.gov.
- In Arkansas, the student may contact the Arkansas Department of Higher Education, 114 East Capitol, Little Rock, AR 72201-3818; telephone (501) 371-2065.
- In California, a student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau’s Internet Web site http://www.bppe.ca.gov/. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at PO Box 980818, W. Sacramento, CA 95798-0818, http://www.bppe.ca.gov/, telephone (916) 431-6959, (888) 370-7589.
- In Colorado, the student may contact the Department of Higher Education, Commission on Higher Education, 1300 Broadway Road, Second Floor, Denver, CO 80203; telephone (303) 866-2723, (303) 866-4209.
- In Connecticut, the student may contact the Connecticut Office of Higher Education, 61 Woodland Street Hartford, CT 06105-2326; telephone (860) 947-1800, (860) 947-1310.
- In Delaware, the student may contact the Delaware Department of Education, The Townsend Building, 401 Federal St., Suite 2, Dover, DE 19901-3639; telephone (302) 735-4000.
- In Florida, the student may contact the Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400; telephone (850) 245-3200 or (888) 224-6684.
- In Georgia, the student may contact the Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, GA 30084; telephone (770) 414-3306.
- In Hawaii, the student may contact the Business Registration Division of the Hawaii Department of Commerce and Consumer Affairs, P.O. Box 40, Honolulu, HI 96810; telephone 808-586-2744.
- In Idaho, the student may contact the Idaho State Board of Education, P.O. Box 83720, Boise, ID 83720-0037; telephone (208) 332-1587.
- In Illinois, the student may contact the Illinois Board of Higher Education, 431 East Adams Street, Second Floor, Springfield, IL 62701-1418; telephone (217) 557-7399, website: www.ibhe.org.
A student may contact the appropriate agency in their state for information on academic policies and procedures. Here is a list of contacts:

- **Indiana**: Student may contact the Indiana Board for Proprietary Education, Board for Proprietary Education Indiana Commission for Higher Education, 101 West Ohio Street, Suite 670, Indianapolis, IN 46204; telephone (317) 464-4400, (317) 232-1324.
- **Iowa**: Student may contact the Iowa College Student Aid Commission, 603 E. 12th Street, 5th Floor, Des Moines, IA 50319; telephone (515) 725-3400.
- **Kansas**: Student may contact the Board of Regents, 1000 SW Jackson, Suite 520, Topeka, KS 66612-1368; telephone (785) 296-4936, 785-296-4917.
- **Kentucky**: Student may contact the Kentucky Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, KY 40601-8204; telephone (502) 573-1555 ext. 390.
- **Louisiana**: Student may contact the State of Louisiana Board of Regents, P.O. Box 3677, Baton Rouge, LA 70821; telephone (225) 342-4253.
- **Maine**: Student may contact the Maine State Board of Education (MSBE), 23 State House Station, Augusta, ME 04333-0023; telephone (207) 624-6616.
- **Maryland**: Student may contact the Maryland Higher Education Commission, 6 N. Liberty St., Baltimore, MD 21201; telephone (800) 974-0203.
- **Maryland**: Student may also contact the Maryland Office of the Attorney General, 200 St. Paul Place, Baltimore, MD 21202; telephone (410) 576-6300 or (888) 743-0023; TDD (410) 576-6372; www.oag.state.md.us.
- **Massachusetts**: Student may contact the Massachusetts Board of Higher Education, One Ashburton Place, Suite1401, Boston, MA 02108-1696; telephone (617) 994-6937.
- **Michigan**: Student may contact the Michigan Department of Education, P.O. Box 30008 (or) 608 W. Allegan, Lansing, MI 48909; telephone (517) 373-9235.
- **Minnesota**: Student may contact the Minnesota Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108; telephone (651) 239-3975, (800) 657-3866.
- **Mississippi**: Student may contact the Mississippi Commission on College Accreditation, 3825 Ridgewood Road, Jackson, MS 39211; Telephone (601) 432-6372.
- **Missouri**: Student may contact the State of Missouri Coordinating Board for Higher Education, 205 Jefferson Street, Jefferson City, MO 65101; telephone (573) 751-2361.
- **Nebraska**: Student may contact the Coordinating Commission for Postsecondary Education, P.O. Box 95005, Lincoln, NE 68509-5005; telephone (402) 471-0020, (402) 471-2847.
- **Nevada**: Student may contact the Nevada Commission on Postsecondary Education, 3663 E. Sunset Road, Suite #202, Las Vegas, NV 89120; telephone (702) 486-7330.
- **New Jersey**: Student may contact the New Jersey Secretary of Higher Education, 20 W. State Street, PO Box 542 Trenton, NJ 08625-0542; telephone (609) 292-4310, (609) 984-2709.
- **New Mexico**: Student may contact the New Mexico Higher Education Department, 2048 Galisteo Street, Santa Fe, NM 87505-2100; telephone (505) 476-8400; website: www.hed.state.nm.us/Complaint_3.aspx.
- **North Carolina**: 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.
- **Ohio**: Student may contact the Ohio Board of Regents, registration number 1154320, 25 South Front Street, Columbus, OH 43215; telephone (614) 466-6000.
- **Oklahoma**: Student may contact the Oklahoma State Regents for Higher Education, 655 Research Parkway, Suite 200, Oklahoma City, OK 73104-3603; telephone (405) 225-9100, (405) 225-9142.
- **Oregon**: Student may contact the Oregon Office of Degree Authorization, 1500 Valley River Dr. Suite 100, Eugene, OR 97401; telephone (541) 687-7478.
- **Pennsylvania**: Student may contact the Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126-0333; telephone (717) 783-6785.
- **Puerto Rico**: 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.
- **South Carolina**: Student may contact the Nonpublic Postsecondary Institution Licensing, 1333 Main Street, Suite 200, Columbia, SC 29201; telephone (803) 737-2281.
- **Tennessee**: Student may contact the Tennessee Higher Education Commission, Parkway Towers, Suite 1700, 404 James Robertson Pkwy, Nashville, Tennessee 37243-0830; telephone (615) 741-3605.
- **Texas**: Student may contact the Texas Higher Education Coordinating Board, PO. Box 12788, Capitol Station, Austin, TX 78711; telephone (512) 427-6520.
- **Utah**: 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.
- **Virginia**: 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.
- **Washington, DC**: Student may contact the Washington Student Achievement Council, PO Box 43430, Olympia, WA 98504-3430; telephone (360) 753-7869; 360.753.7866.
- **Washington, DC**: 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.
- **West Virginia**: Student may contact the West Virginia Higher Education Policy Commission, 1018 Kanawha Boulevard East, Suite 700, Charleston, West Virginia, 25301, telephone (304) 558-2101.
- **Wisconsin**: Student may contact the Wisconsin Educational Approval Board, 201 W. Washington Ave., 3rd Floor, Madison, WI 53703; telephone (608) 266-1996, (608) 266-1996.
- **Wyoming**: 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 and Faculty Portal 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>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>C–</td>
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<tr>
<td>A–</td>
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<tr>
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<tr>
<td>C+</td>
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<tr>
<td>C</td>
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<tr>
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</tr>
<tr>
<td>WC</td>
<td>Waived with credit</td>
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Note: D– is the minimum passing grade for a University course; however, some University programs and courses require higher minimum grades. Minimum grade requirements are documented within policy for those specific programs. Students who receive a grade below the minimum passing grade established for a course will not earn quality points as the grade is considered a failing grade.

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

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

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

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

*F = Failing. Student performance demonstrates unsatisfactory or below minimally acceptable achievement in accomplishing course goals and objectives.

Plus or minus grades indicate a high or low end grade that has been assigned.

*I = INCOMPLETE
• Student granted extension to complete assignments. A student who receives an incomplete is given up to five (5) weeks, at the discretion of the faculty, from the scheduled course completion date to complete the course requirements and receive a grade. The student’s final grade will be reduced by one full letter grade by the faculty member, regardless of the circumstances under which the Incomplete was granted. Students who do not complete any additional course requirements prior to the new deadline will be awarded the grade earned for the entire course, as though an incomplete grade had not been requested. Faculty members are required to produce completed Incomplete Grade Contracts as needed to enforce the new course completion deadline date.

• Incomplete grades shall be granted for active duty military personnel, regardless of component and including reserve and National Guard personnel who are deployed in operational war zones or in adjacent geographic areas in support of operational war zones. An "operational war zone" is, for purposes of this policy, defined as an area of operations where military personnel are engaged in active conflict or in post-conflict activities. If the student would like an opportunity to complete the course while deployed, an incomplete ‘T’ grade can be issued instead of a “W” grade. The ‘T’ grade may be issued with an initial extension of six (6) weeks beyond the traditional five (5) week extension. The practice of requiring final grades to be lowered by one full letter grade as a result of the incomplete ‘T’ grade shall be waived for deployed students.

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

*I X = 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).
• 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.
• An IX grade is not calculated into the GPA.

*QC = No grade awarded.
A QC is awarded in the following instances:
• This grade may be used for zero credit courses once the attendance requirement has been satisfied.
A QC grade may automatically post for certain Doctoral and Counseling courses when the IP period expires and no formal grade has been submitted.

A QC grade is not calculated into the GPA

This grade allows students to repeat a course (doctoral dissertations, etc.) without penalizing their GPA.

AU = AUDIT

Students may register for and audit selected University courses upon campus approval and payment of an audit fee.

Students who audit a course must meet the following conditions:

- Students must obtain the campus Director of Academic Affairs approval to enroll in the course.
- Auditing students are passive participants in the class and are not held accountable for Study Group Task/Team work nor for assignment submission unless otherwise negotiated with the faculty member.
- Auditing students are governed by all University policies and procedures that apply to non-auditing students.
- Department chairs determine which courses within their department are appropriate for audit.
- Auditing students will receive a designation of “AU” on their permanent record which will not carry any academic credit.
- Auditing students may not change their auditing status after attending one night of the course.

*W = WITHDRAWAL

Student withdrew due to exceeding the maximum allowable absences from the course or has been administratively withdrawn by the university. A “W” grade will be issued in the following scenarios:

- The student recorded positive class attendance in at least one scheduled class and failed to meet the class attendance requirements due to exceeding the maximum allowable absences.
- The student recorded positive class attendance in at least one scheduled class and has been administratively withdrawn from the university and/or program during the course.

*WF = WITHDRAWAL/FAILING

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

\[ P = PASSING \]

Student satisfactorily completed the course.

NC = NO CREDIT

Student withdrew from the course; no grade was issued.

WC = WAIVED WITH CREDIT

University of Phoenix required course, waived with credit.

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

Grade Disputes and Grade Corrections

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 Office of Admissions & Records 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-A206, 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 Reports and Transcripts

Students should raise concerns or questions about perceived assignment and course grading errors directly with faculty promptly after receiving feedback and grades. No one other than the faculty member teaching the course may determine assignment or course grades for a student. Students are not allowed to submit extra work to raise their grade. Students’ grades represent the work and knowledge level attained within the regularly scheduled course dates.

Grades on individual assignments may be changed by the faculty at anytime while the course is in session. Students' grades may not be changed by the faculty member after final grades have been submitted unless the student initiates the grade dispute process or the faculty member determines the original grade was improperly
calculated.
Students disputing a grade received may contact their Academic Representative, who will assist the student with initiating a grade dispute. However, the decision regarding whether to change the grade rests solely with the faculty member. A grade dispute must be initiated within six (6) weeks of the grade posting date.

Program Changes

Students wishing to change their program/version must enter into the most current program or version offered in their state or jurisdiction. Students must do this through consultation with appropriate campus personnel. 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’ academic record and transcript on a monthly basis. A student’s degree will be posted on his or her academic record and 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 academic record and transcript, indicating that all academic requirements for the degree were fulfilled on that date. Diplomas are ordered bearing the date the degree was posted for all students who have completed degree requirements and who have paid all tuition and fees.

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

Graduation with Honors

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

Participation in Commencement Ceremony

Commencement ceremonies are held at each University campus. Students must also be in good academic and financial standing to be eligible for commencement participation. Associate students who have completed all but 6 credits required for their degree will be permitted to participate in the commencement ceremony. Undergraduate and Graduate students who have completed all but 9 credits required for their degree will be permitted to participate in the commencement ceremony. Doctoral students must satisfy all credit and non credit bearing degree requirements, including a completed dissertation approved by the Dean, prior to commencement eligibility. Certificate students should refer to their local campus for commencement eligibility.

All Bachelors level students who have met the University Honors requirements, and have been degree conferred, will be recognized at commencement ceremonies with the University honor cord. (Students must be degree conferred before the ceremony date.)

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 input that is used to review and improve every aspect of the institution. Data gathered from course evaluations and student learning assessment, are used in the curriculum development process, as well as in the creation of faculty development tools. Data gathered from the continuous evaluation of institutional processes and systems are used to streamline processes and to make administrative support systems more user-friendly, continuously building on the analysis of information gathered.

Academic Quality Improvement and Outcomes Assessment

Academic quality improvement is an integral part of the organizational culture at University of Phoenix. The University’s focus on academic quality improvement ensures 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 process is the assessment of student learning.

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

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

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

Assessment of Students Educational Experiences and Institutional Processes
Another major component of ensuring academic quality improvement 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 academic quality improvement resources is used formatively for assessing quality and compliance.

Measures and Instruments
Student End-of-Course Surveys
At the end of every course, Student End-of-Course Surveys provide an ongoing evaluation of the University’s support services, curriculum, individual class experience, and more. Students are prompted to complete these surveys electronically through eCampus. Results of student surveys are shared with the faculty member after the end of each course to help him or her become more effective. Student End-of-Program Surveys are also administered just before students graduate.

Faculty End-of-Course Surveys
Faculty End-of-Course Surveys are administered electronically at the end each course through eCampus. These surveys provide the campus and the University with the faculty member’s assessment of the curriculum. Feedback from faculty is critical to the curriculum development and revision processes.

Alumni Surveys
Alumni Surveys are administered electronically at least every two years. The purpose of Alumni Surveys is to gather information from University alumni about their perceptions of the educational and professional value of a University of Phoenix degree. Specifically, the surveys solicit information such as:

- Overall satisfaction with their University of Phoenix education
- Perceptions of how well University of Phoenix helped them obtain the knowledge, skills, and abilities most important to them and to their professional success
- Benefits of a University of Phoenix degree in attaining professional goals
- Perception of the University’s commitment to lifelong learning and community involvement

Classroom Performance Review
The University is committed to providing excellent instructors, which necessarily calls for an ongoing system of faculty evaluation. Faculty members receive periodic Classroom Performance Reviews and feedback from Student End-of-Course Surveys. Faculty members also have an opportunity to provide the University with input about course curriculum, University services, and other related topics at the end of each course. Campus staff review and follow up on all input and feedback from students and faculty. A periodic Classroom Performance Review is completed for each active faculty member at least once every two years. The review represents one method of faculty evaluation based on a class observation. Each review is conducted with a standardized form by a trained reviewer. Based on the observation, campus academic leadership and the faculty member discuss strengths and areas for improvement related to the faculty member’s facilitation skills, assessment and feedback practices, coverage of course objectives, and overall class management.
THIS PAGE WAS LEFT BLANK INTENTIONALLY.
Whether you are a recent graduate or a long-time University of Phoenix alumnus, the Alumni Association is an exclusive benefit of University of Phoenix. Update your profile with the association and benefit from this complimentary membership and the valuable services it offers to help transform your future.

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

**Career Resources**
- The Alumni Association Career Workshops series offers an opportunity for alumni to receive career tips in-person at local campus location. Currently there are four workshops focusing on Informational Interviewing, Resume Building, Managing Up and Your Brand. More workshops will be coming soon. The workshops are taught by University of Phoenix faculty and alumni are invited to participate.
- Alumni Career Center - Phoenix Career Services and the Alumni Association have teamed up to provide you with a career portal that will help you make contact with recruiters looking to hire University of Phoenix graduates. The job portal is located under the Career Resources tab on the Alumni Association website at alumni.phoenix.edu. In addition to searching the job banks, alumni can take advantage of resume assistance, peruse sample cover letters and network with professional networking associations.

**Alumni Services**
- **Alumni Directory** - The Alumni Directory connects graduates of University of Phoenix in the same industries or geographical locations and builds a foundation that promotes communication and networking.
- **Mentor Program** - One person can make a huge difference in someone’s career. Be the one. Be a mentor. The program connects students and alumni in the same field of study, industry or location. You can sign up to become a mentor today on the Alumni Association website.
- **Alumni Chapters** - Currently there are 29 Alumni Chapters across the country in cities such as Sacramento, Chicago, Phoenix, Seattle, Denver, Houston, Philadelphia and Orlando. Join a local alumni chapter to connect and network with alumni in your area. To learn more, visit alumni.phoenix.edu or email alumni@phoenix.edu.
- **Benefits & Savings** - University of Phoenix has partnered with numerous businesses to offer benefits and savings to alumni. Registered members of the Alumni Association can take advantage of the many businesses that offer special rates through the University Marketplace available through the Alumni Association website.
- **Scholarships** - Throughout the year University of Phoenix offers a variety of scholarship opportunities for prospective and current students. The Center for Scholarship Excellence and Alumni Association also have scholarship specifically designed for alumni. The Alumni Association will make announcements when alumni specific scholarship opportunities are available. The CSE website, http://www.phoenix.edu/tuition_and_financial_options/scholarships/institutional-scholarships.html, is updated regularly as opportunities become available.
- **Get Connected** - When our network grows, so does yours. Start connecting and networking with fellow graduates by join the Alumni Association on Facebook, LinkedIn, and Twitter.
- **Homecoming** - The Alumni Association hosts more than 80 homecoming events across the country each fall. From sporting events, to exclusive receptions, homecoming offers something for everyone. To see albums from the Homecoming 2013 events visit the Alumni Association Facebook page.
- **Phoenix Focus** - The University of Phoenix alumni electronic magazine helps you learn about fellow alumni who are making strides in their careers, offers monthly articles on career tips and advice and reports the latest on industry trends. Visit the magazine portal at phoenixfocus.com to view the latest issue. Do you have a success story to share? Submit your story through the magazine portal at “Share your story.”

**Additional Information**
Visit us on the Web at alumni.phoenix.edu
800.795.2586
E-mail address: alumni@phoenix.edu
Phoenixfocus.com
www.facebook.com/uopxalumni
www.twitter.com/uopxalumni
linkd.in/uopxalumni
UNDERGRADUATE PROGRAMS

Admission Procedures

Application Process
Potential students applying for admission to the University’s undergraduate degree programs begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance. The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Registered status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Registered status will be admitted to the degree program.

Undergraduate students who have served in the military service must submit their Army American Council on Education Registry Transcript (SMART), Coast Guard Institute (CGI) or discharge papers (DD214) for review for potential transfer course work. 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.

General Undergraduate International Admissions Information
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.

Undergraduate applicants relying on educational credentials from an institution outside of the United States may enroll in University of Phoenix courses upon the completion of their admission application and enrollment agreement provided that they meet all admission requirements for their selected program.

For applicants with academic records from colleges or universities earned outside of the United States, the University will accept copies of academic records issued from international institutions to conduct a pre-evaluation to determine comparability of previous academic studies for unofficial placement and advisement purposes. 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. Limitations exist on the countries in which internal pre-evaluation, verification or evaluation services can be conducted through the Central Office of Admissions and Evaluation and campus personnel should be contacted for a list of current services.

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. For official admission and transfer credit evaluation purposes previous academic credentials earned outside of the United States must meet the University’s verification standards prior to an official admission or transfer credit decision being rendered. Verification of previous academic credentials earned outside of the United States can be satisfied by the following methods.

1. Receipt and verification of official academic credentials issued directly to University of Phoenix by the student’s previous institution, or
2. Receipt and verification of official academic credentials held in possession of the student as the official record of academic studies conducted in the student’s specific country, or
3. Receipt and verification of official correspondence issued directly to University of Phoenix by the student’s previous institution indicating copies of academic credentials and/or level study is valid, or
4. Receipt of an official professional evaluation issued directly from a professional evaluation agency that is approved to satisfy verification requirements as indicated by the Office of Admission and Records.

All academic credentials sent to University of Phoenix will become the possession of University of Phoenix and will not be returned to students unless prior approval was granted by the Office of Admission and Records.

If documents are issued to University of Phoenix in a language other than English, the student will be required to obtain an official translation and submit it to University of Phoenix. Translations must be completed/verified by an official translation service, a foreign language department of an accredited college or university,
the country’s embassy/consulate or by the Office of Admission and Records at University of Phoenix if translation services are provided for that specific language.

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. 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. Specific English language proficiency policies and requirements are listed in the admission requirements section.

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 the applicant will be notified of the outcome of the appeal by campus personnel.

Undergraduate Admission Requirements
Most undergraduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - or-
  - achieved a minimum 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 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
  - or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
  - or-
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
  - The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
    - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
    - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
    - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
    - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
    - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
    - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.

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

- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
  - A completed and signed undergraduate application
  - A signed Enrollment/Disclosure Agreement.
  - Completion of any state-specific required documents or forms.
  - Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
  - Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
• Students enrolled in programs that are not administered under the risk-free period policy*, 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 Office of Admissions & Records.

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

• Students attending a physical campus in the state of Tennessee are required to submit a Hepatitis B Waiver form to the University.

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

• 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 future 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 Office of Admissions & Records.

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:

- 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 Office of Admissions & Records.

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.

- If 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.

* Programs administered under the risk free period policy are indicated as such in the “General Information” section of the program’s policy in the catalog.

Residency Requirements and Course Waivers for Bachelor Programs

Please see the program for any additional program specific residency requirements and course waivers. The following does not apply to nursing and education programs.

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits (as a part of the final 60 credits of the program) come from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity 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 or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Partnership Pathway (EPP) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
- Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student’s required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

Residency Requirements and Course Waivers for Associate Programs

Please see the program for any additional program specific residency requirements and course waivers. The following does not apply to nursing and education programs in addition to the AACR.

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits (as a part of the final 30 credits of the program) from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity 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 or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student’s required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

University Orientation Workshops

Students enrolled in programs that are not administered under the risk free period policy*, 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.
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) 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 fill 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.

Risk Free Period Policy

Students enrolled in programs that are administered under the risk free period policy* are not required to complete a University Orientation Workshop. The first three weeks of the first course constitute the trial period for programs that are administered under the risk free period policy. First time attendees who have not previously been admitted as a regular student to the University who are intending to pursue such programs will participate in the trial period and will be conditionally admitted.

This trial period will apply to all repeated attempts to complete the first course in the program while students are in conditionally admitted status. Students will be eligible for unconditional admission to the University after meeting class attendance requirements in the fourth week of their first course (or after the fourth week) and after having transfer credits evaluated.

Students will not be eligible for Title IV, HEA funds until they are admitted as a regular student after the trial period has completed. Once admitted as a regular student, students become eligible for Title IV, HEA program funds back to the beginning of the payment or loan period, as applicable, including the trial period. Students who decide not to continue in the trial period may opt out with no financial obligation to complete meeting class attendance requirements for their fourth week in their first course with the University. Students who withdraw after the trial period and do not continue enrollment will not be eligible for Title IV, HEA program funds for the trial period.

Students will indicate their intent to continue with their program by meeting class attendance requirements in the fourth week of their first course (or after the fourth week) at which point the trial period will end. Students completing the trial period that meet class attendance requirements for their fourth week or after will be financially responsible for all associated course charges. Students that record positive class attendance in at least one class that do not meet the class attendance requirements for the course due to exceeding maximum allowable absences will receive a "W" grade for the course which will be documented on the University of Phoenix transcript.

* Programs administered under the risk free period policy are indicated as such in the “General Information” section of the program’s policy in the catalog.

Academic Progression

Student 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.

First-Year Sequence

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

All students entering undergraduate degree programs (other than AAEE, LVN/BSN, LPN/BSN, BSN, 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.

Preferred Sequence

GEN 195 (Required as first course) ............................... 3 credits
Foundation of University Studies
SCI 163 ~ ................................................................. 3 credits
Elements of Health and Wellness
COM 170 ~ .............................................................. 3 credits
Elements of University Composition and Communication I
COM 172 ~ .............................................................. 3 credits
Elements of University Composition and Communication II
HUM 186 ~ (optional) ............................................... 3 credits
Media Influences on American Culture
PSY 211 ~ ............................................................... 3 credits
Essentials of Psychology
FP 120 ~ ................................................................. 3 credits
Essentials of Personal Finance
HUM 114 ~ ............................................................. 3 credits
Critical Thinking and Creative Problem Solving

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

Course Descriptions for First-Year Sequence

GEN 195 ...................................................................................3 credits

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

SCI 163 ......................................................................................3 credits

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

FP 120 ...................................................................................3 credits

Essentials of Personal Finance
This course provides an overview of the elements necessary for effective personal financial planning and the opportunity to apply the techniques and strategies essential to this understanding. Primary areas of study include creating and managing a personal budget, understanding and paying taxes, working with financial institutions, wise use of credit cards and consumer loans, financing automobiles and homes, and the use of insurance for protecting one’s family and property.

COM 170 ..................................................................................3 credits

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 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 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 tradi-
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.

Math and English Proficiencies

All undergraduate students must satisfy math and English proficiency prior to enrolling in any course that requires math or English as a prerequisite. A student may not enroll in a course requiring math and/or English as a prerequisite unless the proficiency requirement has been fulfilled. Math and English proficiencies may be satisfied in one of the following ways:

- Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
- Comparable regionally or approved nationally accredited transfer coursework that meets the following requirements:
  - Completed within five years of enrollment
  - Grade of C- or better
  - At least 2.67 semester credits
  - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within five years of enrollment.
- Students in the state of Florida who have passed the CLAST or FTCE-GK exam will have satisfied English proficiency
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.

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

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

Waivers

The University defines a waiver as the substitution of a required course at the University with a course of the same level listed on an official transcript from another institution. Students may find specific course waiver information after the applicable required course of study. Students requesting course waivers must make formal written requests to the central Office of Admissions & Evaluation, utilizing the Request for Course Waiver Form citing the courses they request to be waived, the courses to be transferred into the required course of study, and the university where the courses
were completed.
An official catalog course description must accompany the request. The official transcript from the institution where the course was completed must also be submitted, unless it has previously been submitted to the University as part of the application process.

**Degree Requirements**

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

**Degree Completion Options**

Bachelor degree seeking students who have successfully completed the required course of study and need additional academic work in order to fulfill the minimum number of credits required for graduation may choose the following options:
- Complete additional upper or lower division elective courses offered by the University of Phoenix;
- Complete approved CLEP, Excelsior, or DANTES examinations;
- Participate in the Prior Learning Assessment process as described in this catalog; or
- Complete approved courses at other regionally or nationally accredited associate degree granting candidates for accreditation college or university.

Students who need additional academic credits to graduate should contact an Academic representative to ensure that there is no duplication or regression of previously completed course work.

**General Education**

In its commitment to help working adults achieve their professional and personal goals, the University of Phoenix endorses the role of general education in ensuring student success in the classroom, the workplace, and the community. The general education curriculum, which is developed through the College of Arts and Sciences, provides instruction that focuses on skills in communication, critical thinking, and computation, and fosters a philosophical orientation that enables students to function as productive members of society. The University’s general education program embraces four goals:
- To refine students’ abilities to apply problem-solving skills in many settings and contexts.
- To promote students’ active awareness of their relationships to the natural, social, and cultural environments.
- To develop students’ appreciation for and commitment to lifelong learning.
- To prepare students with competencies needed to fully benefit from and successfully complete their professional programs of study.

Undergraduate general education requirements emphasize the mastery of competencies within the respective frameworks of mathematics and physical sciences, life sciences, technology, communication arts, social sciences, and humanities. Students are required to demonstrate proficiency in written and oral communications, in the handling and use of quantitative information, and the application of analytic and synthetic-creative thinking skills. This background provides students with the perspectives needed for meaningful self-examination of personal and social values, as well as enhanced ability to understand and cope with social, technological, and cultural change.

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

**Liberal Arts Components**

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

- **Communication Arts**, credit requirements vary by program
- **English/Language Arts**, credit requirements vary by program
- **Mathematics**, credit requirements vary by program
- **Social Sciences**, credit requirements vary by program

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 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 achieve-
ments, 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’s includes courses that integrate general education principles. The University of Phoenix’s educational philosophy is based on the integration of theory and practice. Within that philosophical framework, a number of the courses required for the professional programs have a strong general education component.

**Prior Learning Assessment**

Prior Learning Assessment is a process that may save students time and money in completing a degree program. The Prior Learning Assessment process determines if learning received outside of the traditional university classroom is comparable to academic curriculum and eligible for college credit. Learning that is eligible for assessment includes: Professional Training, Licenses, course work at non-transferable institutions, and Experiential Learning Essays. Prior Learning Assessment applies only to Associate or Undergraduate degree programs. Credit awards by assessment have limitations that may apply depending on the student’s program of choice or type of material being assessed.

Corporate articulation provides an opportunity for students to be assessed for undergraduate semester credits (limitations exist based on state statutes for non-traditional credit limitations or based on student's program of choice) 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 towards associate or bachelor degree program areas.

**Prior Learning Credit**

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. Some states may have restrictive state regulations. Students should check with their Academic
Advisor.
Notwithstanding the above, Georgia students may earn a maximum of 25% of the total credit requirements for the degree for life experience and credit granted by examination.
Notwithstanding the above, Arkansas students may earn a maximum of 30 credit hours in a certificate or degree program for documented learning or work experiences.
Notwithstanding the above, Oregon residents may not earn more than 25 percent of an undergraduate degree program (30 credits toward Bachelor programs and 15 credits toward Associate programs) for any combination of experiential learning, national testing, credit by exam, and professional coursework and training.
Notwithstanding the above, Washington residents may not earn more than 25 percent of an undergraduate degree program (30 credits toward Bachelor programs and 15 credits toward Associate programs) for any combination of experiential learning, national testing, credit by exam, and professional coursework 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 Office of Admissions & Records which directs evaluations and controls for the assessment of prior learning for credit.

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

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

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

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

**Estimated Program Length**
To determine the number of months it takes to complete the program as designed, add all the credit hours in a given program, divide the result by 24 credit hours and then multiply the result by the number of months in the academic year for the degree (Associate = 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 study of Humanities and Sciences illuminates the world in which we live. Through the Humanities we have a greater understanding of the human experience on its highest cognitive, spiritual, and social levels. Students in the Humanities learn to think critically, effectively express themselves, understand the complexities of diverse cultural identities, appreciate the power of words, images and ideas, and interpret the human experience. Studying the sciences gives students insight into the fundamental processes of nature and provides the basic knowledge needed to understand modern scientific accomplishments. Students also develop independent and critical thinking for problem solving that forms the basis of lifelong learning. The College of Humanities and Sciences offers a variety of courses in Biology, Communication, English, Environmental and Natural Sciences, History, Languages, Literature, Mathematics, Philosophy, Politics, Religion, and the Arts.

**Associate of Arts Degree Through Credit Recognition**

The following Associate of Arts Degree Through Credit Recognition (AACR) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The University of Phoenix acknowledges that many service members have already achieved an education equivalent to an associate degree through college course work, military training and experience, and national testing programs. The University of Phoenix Associate of Arts Degree through Credit Recognition allows service members to fulfill their degree requirements by recognizing approved college level learning to award an Associate of Arts degree no matter where service members are located throughout the world.

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

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

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

**General Information for the AACR**

- Any student planning to complete both an associate of arts degree and a baccalaureate degree must complete all 60 required credits of the associate’s degree and meet admission requirements for their chosen degree requirements before enrolling in any University bachelor-degree programs or courses.

**Additional Admission Requirements for the AACR**

- 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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.

**Degree Requirements for the AACR**

- A minimum grade point average (GPA) of 2.0.
- Students must complete the AACR degree within 2 years of their matriculation date.

**General Education Requirements for the AACR**

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

- Communication Arts, 6 credits
The 21 Elective credit 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.

EML 299.1 or EML 299
EML 299, EML 299.1, and COMM 299 course satisfies Communication Arts credits when completed with a grade of C or better. EML 299, EML 299.1, and COMM 299 must be completed with a grade of “C” or better in order to receive credit and general education credit. Students earning less than a “C” grade must repeat the course with a “C” or better to graduate from the AA program and receive GE’s.

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.

Residency Requirements and Course Waivers for the AACR
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 3 credits in the Required Course of Study, must be completed at University of Phoenix.

Students may transfer a maximum of 57 credits, which may be earned by combining the areas below, but credit cannot exceed the maximum in each area:

30 credit limit on experiential learning
30 credit limit on national testing (including CLEP, Excelsior, Berlitz, NLN, AP, DANTES, and DLPT)
30 credit limit on professional training credit

Professional Focus for the AACR
• The Associates of Arts Degree through Credit Recognition offers the option of a Professional Focus. The University does not certify students in their Professional Focus, but acknowledges their qualifications by recognizing their Regionally or Approved Nationally Accredited transferable coursework, ACE certified training received through the United States Armed Forces, or law enforcement training. University of Phoenix coursework may also be recognized to fulfill professional focus credits.
• A minimum of 15 credits are required for each Professional Focus chosen.
• The student may request a dual focus on their application.
• The student may amend their Professional Focus by submitting a signed request to the Military Department prior to graduation.

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.
• All 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,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.

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

A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 120, HUM 186, and PSY 211.
• 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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

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

Issuance of Diplomas
Students will receive a diploma and an official University of Phoenix transcript when they have satisfied all the degree requirements. Diplomas require approximately two weeks to process. For more information call (800) 800-7006.

Course Descriptions for the AACR
COMM 299...............................................................................3 credits
Written Communication for AACR
This course assists students in analyzing their experiences and communicating the experiences effectively. Further, the course focuses on core academic skills necessary for writing effective college-level essays and covers writing strategies, paragraph use and structure, and sentence construction. This course also covers the application of peer-review, collaborative, and error analysis strategies for developing more effective communication.

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

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

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

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

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

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

GEN 300................................................................................... 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

AAPF 101................................................................................... 3 credits

Associate of Arts - Professional Focus

The following Associate of Arts - Professional Focus (AA/PF) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The University of Phoenix Associate of Arts in Professional Focus acknowledges college level coursework, military training, and national testing to partially fulfill the requirements of the degree. The Associate of Arts degree includes a professional focus recognized by the American Council on Education (ACE) as equivalent college content, to fulfill a 15 credit professional focus in the degree.

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

Additional Admission Requirements for the AA/PF
All applicants are expected to meet the following admissions requirements:

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

• 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 COMM 172)

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)

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

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

• A minimum grade point average (GPA) of 2.0.

• Students must complete the AA/PF degree within 5 years.
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.
• All 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,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
• A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 120, HUM 186, and PSY 211.
• 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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

Professional Focus for the AA/PF

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

Residency Requirements and Course Waivers for the AA/PF

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.

Associate of Arts/Concentration in General Studies**

The following Associate of Arts/Concentration in General Studies (AAGS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts degree with a concentration in General Studies provides a solid foundation in liberal arts and sciences based on a survey of mathematics, physical and life sciences, humanities, social science and technology. Students will apply effective communication skills, as directed, for informal, formal, and quantitative tasks and will be conversant with the values and terminology of a variety of academic disciplines. They will be able to access information resources, evaluate them for credibility and relevance, and use the sources to present a wide range of alternatives. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aags.

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

General Education Requirements for the AAGS

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

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

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

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

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

Interdisciplinary Requirement 27 credits

(B Track must include: FP 101)

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

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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
• 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.
• 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.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

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.
• All 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,
  • National Testing Programs, and
Effective Essay Writing

**Course Descriptions for the AAGS**

**General Education Requirements for the AAGS**

- ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- **Additional Residency Requirements and Course Waivers for the AAGS**
  - 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.
  - ACE evaluated Military credits.

**Course Descriptions for the AAGS**

**Effective Essay Writing**

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 topics from a variety of academic disciplines. They will be able to access reliable information. Topics addressed include the relationship between fact and opinion, 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 effective study skills. 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.

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

**General Education Requirements for the AAGS**

**Communication Arts Requirement 6 credits**

- (A Track must include: COM 150 and COM 220)
- (B Track must include: COM 155 and COM 156)

**Mathematics Requirement 6 credits**

- Science & Technology Requirement 6 credits

- (A Track must include: SCI 162)

- Social Science Requirement 6 credits

- (A Track must include: ETH 125)

- Humanities Requirement 6 credits

**Research Writing**

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

ETH 125 ...........................................................................................................3 credits

**Cultural Diversity**

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

CRT 205 ...........................................................................................................3 credits

**Critical Thinking**

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various topics from a variety of academic disciplines. They will be able to access reliable information. Topics addressed include the relationship between fact and opinion, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

The following Associate of Arts/Emphasis in General Studies (AAGS) program may be offered at these University of Phoenix campus locations:

- Online, depending on state of residence
- The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state.

Please contact your enrollment advisor for more information.

**Associate of Arts/Emphasis in General Studies**

(Maryland - Online)

The Associate of Arts degree with an emphasis 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.
Applicants must be at least 16 years of age at the time of application.

Additional Admission Requirements for AAGS

- Students transferring from Western International University to the AAGS program must complete the minimum general education credits required by their program version.
- 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 credits.
- Students who lack 60 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.

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 candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

Degree Requirements for the AAGS

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- 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.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

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.
- All FYS requirements must be satisfied prior to enrolling in any other General Education elective, or emphasis courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.

- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

Additional Residency Requirements and Course Waivers for the AAGS

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.

Course Descriptions for the AAGS

COM 150 .................................................................................. 3 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on word choice and sentence variety. 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 focus discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 .................................................................................. 3 credits

Cultural Diversity

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

CRT 205 .................................................................................. 3 credits

Critical Thinking

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

**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 may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts degree in General Studies provides a solid foundation in liberal arts and sciences based on a survey of mathematics, physical and life sciences, humanities, social science and technology. Students will apply effective communication skills, as directed, for informal, formal, and quantitative tasks and will be conversant with the values and terminology of a variety of academic disciplines. They will be able to access information resources, evaluate them for credibility and relevance, and use the sources to present a wide range of alternatives.

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

For students residing in Minnesota: For more information about our graduation 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 a minimum of 6 credits in lab science.
The lab science 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)

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

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 who reside in Arkansas are required to complete a minimum of 6 credits in Lab Sciences. Students who complete BIO 100 to fulfill the requirement may be required to complete more than 60 credits to fulfill all requirements for the degree program.

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

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, or completion of the HiSET examination with a passing score.

Degree Requirements for the AAGS
The degree requirements for this program are the following:
- Completion of a minimum of 60 credits.
- 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.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Associate of Arts

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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- 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.

Additional Residency Requirements and Course Waivers for the AAGS
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.

Course Descriptions for the AAGS
COM 150 ........................................................................................................... 3 credits
Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.
COM 220 ................................................................................. 3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety. Students also conduct basic research for the expository essay.
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 following Associate of Arts/Concentration in Communications program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree with a concentration in 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 240 ~ ............................................................................. 3 credits
Communication Variety: The Spice of Life

CMC 260 ~ ............................................................................. 3 credits
Information Strategies: Putting 2 & 2 Together

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

Additional Admission Requirements for AACOM

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

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

• 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)
All undergraduate students are required to complete the minimum general education credits required by their program version.
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
Students who lack 6.7 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
Degree Requirements for AACOM
The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
• A minimum grade point average (GPA) of 2.0.
• The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.
Academic Progression Requirements for the AACOM
• All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• All 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,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• 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 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.
Additional Residency Requirements and Course Waivers for the AACOM
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.
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 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/
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 260** ................................................................................... 3 credits

**Information Strategies: Putting 2 & 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, recognize the need for information, formulate meaningful questions to guide their search, access what is cogent, interpret bias, and develop material for a compelling presentation. Furthermore, they perform these tasks with a regard for social responsibility and professional ethics.

**COM 150** ................................................................................... 3 credits

**Effective Essay Writing**

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

**COM 220** ................................................................................... 3 credits

**Research Writing**

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

**ETH 125** ................................................................................... 3 credits

**Cultural Diversity**

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

**CRT 205** ................................................................................... 3 credits

**Critical Thinking**

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

**GEN 105** ................................................................................... 3 credits

**Skills for Learning in an Information Age**

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

**Associate of Arts/Emphasis in Communications (Maryland-OnLine)**

The following Associate of Arts/Emphasis in Communications (AACOM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree with an emphasis in Communications focuses on the growth and convergence of major venues of telecommunications, the role of media in a democratic society, and standards of social responsibility within the culture of journalism. Courses include win-win communication processes, problem-solving information strategies, an extensive review of information sources, and news presentation for print, web, and broadcast delivery. Students review and assess pivotal influences on the development of mass media and speculate upon their future evolution. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aacom.

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

**Emphasis in Communications - Track A and B**

**XCOM 100** ~ ............................................................................... 3 credits

**Introduction to Communications**

**XCOM 200** ~ ............................................................................... 3 credits

**Fundamentals of Interpersonal Communication**

**XCOM 225** ~ ............................................................................... 3 credits

**Mass Communication**

**IT 235** ~ ................................................................................... 3 credits

**Image Editing and Implementation**

**CMC 260** ~ ................................................................................... 3 credits

**Communication Variety: The Spice of Life**

**CMC 240** ~ ................................................................................. 3 credits

**Information Strategies: Putting 2 & 2 Together**

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

**Additional Admission Requirements for AACOM**

- Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

**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)

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

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

**Degree Requirements for AACOM**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- 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.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts.

**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.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.

With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:

- University of Phoenix coursework,
- Regionally or nationally accredited coursework (C- or higher grade),
- University of Phoenix Prior Learning Assessment,
- National Testing Programs, and
- ACE evaluated Military credits.

The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.

- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.

- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.

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

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

**Additional Residency Requirements and Course Waivers for the AACOM**

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.

**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 scien-
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—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 (Minnesota/Arkansas)

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

The Associate of Arts Degree in Communications focuses on the growth and convergence of major venues of telecommunications, the role of media in a democratic society, and standards of social responsibility within the culture of journalism. Courses include win-win communication processes, problem-solving 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, or completion of the HiSET examination with a passing score.

**General Education Requirements for the AACOM for Arkansas Students**
- Communication Arts Requirement 6 credits
  (A Track must include: COM 150 and COM 220)
  (B Track must include: COM 155 and COM 156)
- Mathematics Requirement 6 credits
  Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.
  Must include: MAT 219 and MAT 220
- Science & Technology Requirement 9 credits
  B Track must include: SCI 162
  Must include a minimum of 6 credits in lab science.
  The lab science 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)
  All undergraduate students are required to complete the minimum general education credits required by their program version.
  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.
  Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Degree Requirements for the AACOM**
The degree requirements for this program are the following:
- Completion of a minimum of 60 credits.
- 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.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts.

**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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• 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.

Additional Residency Requirements and Course Waivers for the AACOM

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.

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

COM 220 .................................................................. 3 credits

Research Writing

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

MAT 219 .................................................................. 3 credits

Introduction to College Algebra

This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 220 .................................................................. 3 credits

College Algebra

This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

BIO 100 ................................................................. 4 credits

Introduction to Life Science with Lab

This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs
build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 ................................................................. 3 credits
Introductory Chemistry

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

HIS 135 ................................................................. 3 credits
The American Experience Since 1945

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

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

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

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

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

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.

BS/COM Required Course of Study

The following Bachelor of Science in Communication (BS/COM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state.

Please contact your enrollment advisor for more information.

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

Emphasis in Marketing and Sales Communication

The emphasis of 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

Emphasis in Communication and Technology

The emphasis in Communication and Technology focuses on the enhancement of communication through technology and offers the student an opportunity to explore creative communication solutions through Web sites, electronic publishing, image editing and multimedia development.

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

CIS 205 ~ .................................................................3 credits
Management Information Systems
COM 420 .................................................................3 credits
Creativity & Communication
VCT 235 .................................................................3 credits
Image Editing & Implementation
VCT 310 .................................................................3 credits
Web Design
VCT 320 .................................................................3 credits
Electronic Publishing
VCT 420 .................................................................3 credits
Multimedia Development

Emphasis in Culture and Communication

The emphasis in Culture and Communication is designed to prepare students with a well-rounded view of diversity in American society. Students will focus on the experiences of people from different cultures and how communication differs by race and gender. In addition, students will gain a global perspective on race, 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.

SOC 262 .................................................................3 credits
Contemporary American Society
SOC 333 .................................................................3 credits
Genders in Society
SOC 335 .................................................................3 credits
The Peoples and Cultures of Asia
SOC 337 .................................................................3 credits

Contemporary Latin American Society
SOC 338 .................................................................3 credits
The African American Experience
COM 403 .................................................................3 credits
Contemporary Communication in a Diverse Society

Emphasis in Journalism

The journalism emphasis focuses on the contemporary initiatives and multi-tiered technology of today’s field of journalism. The curriculum emphasizes a variety of communication techniques, to include writing and reporting, that assist in understanding the ways individuals and organizations share and publish information. The awareness of ethical and social responsibility associated with the modern media landscape is emphasized throughout the program.

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

JRN 310 .................................................................3 credits
Introduction to Journalism
JRN 320 .................................................................3 credits
Research for Journalism
JRN 330 .................................................................3 credits
Journalistic Writing I
JRN 340 .................................................................3 credits
Journalistic Writing II
JRN 350 .................................................................3 credits
Controversial Issues in Journalism
JRN 360 .................................................................3 credits
Storytelling: A Multimedia Approach

The University reserves the right to modify the required course of study. Please note that within each state, emphasis availability may vary by campus location.

Additional Admission Requirements for the BS/COM

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

Degree Requirements for the BS/COM

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 42 upper division credits.
  - All students must meet the General Education areas approved by the university.
  - A minimum grade point average (GPA) of 2.0.
  - All students must complete the minimum number of credits required by their degree program.
  - All undergraduate students are required to complete the minimum general education credits required by their program version.
  - Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
Bachelor of Science in Communication
General Education Requirements for the BS/COM
A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
Communication Arts, 6 credits
Humanities, 6 credits
Mathematics, 6 credits
Social Sciences, 6 credits
Science/Technology, 6 credits
Must include at least 3 credits in the physical or biological sciences
Additional Liberal Arts, 6 credits
Interdisciplinary Component, 18 credits
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.
Academic Progression Requirements for BS/COM
All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:
• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis courses.
• GEN 195 will be required as the first course in the First-Year Sequence.
• All 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,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
• A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
• 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 rein-force 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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.
Additional Residency Requirements and Course Waivers for BS/COM
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.
The following courses in the required course of study may not be waived: GEN 200, GEN 300, COM 480
Course Descriptions for the BS/COM
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 reasoning 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 390 .................................................................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 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.

**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.

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

**Course Descriptions for the Emphasis in Marketing and Sales Communication**

**COM 302** ................................................................. 3 credits

**Marketing Communications**
This course provides students with the basic concepts and methods related to marketing communications, including communication theories and the communication mix. Emphasis is placed on the marketing mix variables of product, place, price, and promotion, as well as marketing communications tools.

**PSY 322** ................................................................. 3 credits

**Consumer Psychology and Research**
This course focuses on consumer behavior and marketing research. Topics include the cognitive processes underlying consumer choice, descriptive consumer characteristics, and environmental consumer behavior. This course emphasizes the implications of consumer behavior on domestic and global marketing communications.

**COM 339** ................................................................. 3 credits

**Advertising and the Media**
This course addresses the elements of advertising and the media. Topics include advertising concepts, selection of media, and the use of media and advertising as marketing communications tools. The course also emphasizes the ongoing convergence of media content and commercial messages and how it is redefining marketing communications.

**COM 352** ................................................................. 3 credits

**Public Relations and Message Management**
This course focuses on the role of public relations in marketing communications and how it can be used to attain organizational marketing and sales objectives. Topics covered in this course include media relations, relationship-building strategies, crisis communication, ethics, and the development of public relations messages.

**COM 373** ................................................................. 3 credits

**Sales Communications**
This course addresses the elements of sales communications. Topics include sales promotion, direct sales, personal selling, and customer relationship management as marketing communications tools.

**COM 486** ................................................................. 3 credits

**Marketing and Sales Message Management**
This course focuses on bridging the gap between sales and marketing communications through the use of customer message management. Topics covered in this course include creating a sense of value for customers; the development of marketing communications campaigns; the integration of the sales cycle and marketing communications; the use of a “single voice” to customers across all selling touch-points; and the ethical considerations associated with customer message management.

**Course Descriptions for the Emphasis in Communication and Technology**

**HIS 145** ................................................................. 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.

**VCT 420** ................................................................. 3 credits

**Creativity and Communication**
Creativity is described as a process leading to products or processes that are novel, useful, and meaningful. As a result, the designation of “creative” is inextricably tied up with the process of communicating. This course examines contemporary models of communication. Practical application of these theoretical constructs to the development and enhancement of one's creativity is one of the primary focuses of the course.

**VCT 235** ................................................................. 3 credits

**Image Editing & Implementation**
Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic re-touching and text / font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop® Elements 3.0 is required for this class.

**VCT 310** ................................................................. 3 credits

**Web Design**
This course focuses on the principles of good web design and the essential role of the web designer in today’s business environment. Topics covered include layout, style, artistic quality, navigation, performance, communication, community, e-commerce and marketing.

**VCT 320** ................................................................. 3 credits

**Electronic Publishing**
This course presents the essential role of electronic publishing in the delivery of information to today’s businesses and consumers. Most of the course is concerned with methods and techniques involved in the electronic publishing of business presentations,
corporate reports, newsletters, training materials, manuals and electronic books, but other information formats such as wikis and blogs are also considered.

VCT 420 ..................................................................................... 3 credits

Multimedia Development
This course introduces the fundamentals of developing interactive, multimedia enriched content for delivery across alternative platforms such as the Internet, CDs and handheld devices. The focus is on the integration of animation, audio and video content to maximize communication.

Course Descriptions for the Emphasis in Journalism
JRN 310..................................................................................... 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.

JRN 330..................................................................................... 3 credits

Journalistic Writing I
The course begins by categorizing historical media and associating past writing styles with current 21st century styles. Differences will be identified in writing for various audiences and for print, digital, and broadcast media. The rationale for using certain writing styles will be illustrated and expressed. Throughout the course, the roles of research, editing, and ethics in journalistic writing will be emphasized.

JRN 340..................................................................................... 3 credits

Journalistic Writing II
This course focuses on the application of the diverse journalistic writing techniques used by today's changing media landscape. The goal is to enhance storytelling skills by informing and engaging audiences using various delivery methods. Written media messages will be designed and assessed by determining which writing styles should be utilized given the target audience. Within the new convergent media landscape, credible resources will be identified, materials evaluated, and details of written work summarized. The association between research and responsible writing will be explored, as writing strategies to craft effective messages are developed. The role of ethics in journalism is emphasized throughout the course.

JRN 350..................................................................................... 3 credits

Controversial Issues in Journalism
This course examines the rise of social media and the immediacy in which controversial issues are communicated in journalism. This course focuses on developing the writer/reporter’s ability to critically examine and react to specific media elements, including public opinion, trends, celebrity commentary, and the public’s need to know. Emphasis is placed on understanding the nature and characteristics of thought-provoking mass media occurrences. Concepts of idea generation and storytelling in an ethical and personally responsible manner are highlighted.

JRN 360..................................................................................... 3 credits

Storytelling: A Multimedia Approach
This course focuses on the role of technology and its impact on news delivery. The use of technologically advanced multimedia formats will be explored. Stories will be adapted to various media outlets to realize the full range appeal to targeted audiences. The goal of this course is to provide students with experiences in story-
telling that are delivered through the use of advanced convergent technologies.

**Bachelor of Science in Communication**

The following Bachelor of Science in Communication (BS/COM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

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

**BS/COM Required Course of Study**

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

- GEN 300 ~............................................................ 3 credits
  - Skills for Professional Development
- COM 100 ~ .......................................................... 3 credits
  - Introduction to Communication
- COM 200 ~ .......................................................... 3 credits
  - Foundations of Interpersonal Communication
- COM 225 ~ .......................................................... 3 credits
  - Foundations of Mass Communication
- COM 310 ~............................................................ 3 credits
  - Communications: Theories and Practice
- COM 330 ~ ............................................................ 3 credits
  - Small Groups and Team Communication
- COM 350 ~ ............................................................ 3 credits
  - Organizational Communication
- COM 360 ~ ............................................................ 3 credits
  - Intercultural Communication
- COM 400 ~ ............................................................ 3 credits
  - Media and Society
- COM 440 ~ ............................................................ 3 credits
  - Communication Law
- COM 450 ~ ............................................................ 3 credits
  - Ethics and Communication
- COM 470 ~ ............................................................ 3 credits
  - Mediation and Conflict Resolution
- COM 480 ~ ............................................................ 3 credits
  - Communications: Theories and Practice

**Concentration Capstone Course**

**Concentration in Marketing and Sales Communication**

The concentration of 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
  - Management Information Systems
- VCT 235 ............................................................ 3 credits
  - Creativity & Communication
- VCT 235 ............................................................ 3 credits
  - Image Editing & Implementation
- VCT 320 ............................................................ 3 credits
  - Web Design
- VCT 310 ............................................................ 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.

SOC 262 ~ ................................................................. 3 credits
Contemporary American Society
SOC 333 ~ ................................................................. 3 credits
Genders in Society
SOC 335 ~ ................................................................. 3 credits
The Peoples and Cultures of Asia
SOC 337 ~ ................................................................. 3 credits
Contemporary Latin American Society
SOC 338 ~ ................................................................. 3 credits
The African American Experience
COM 403 ~ ................................................................. 3 credits
Contemporary Communication in a Diverse Society

Concentration in Journalism

The concentration in journalism focuses on the contemporary initiatives and multi-tiered technology of today's field of journalism. The curriculum emphasizes a variety of communication techniques, to include writing and reporting, that assist in understanding the ways individuals and organizations share and publish information. The awareness of ethical and social responsibility associated with the modern media landscape is emphasized throughout the program.

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

JRN 310 ~ ................................................................. 3 credits
Introduction to Journalism
JRN 320 ~ ................................................................. 3 credits
Research for Journalism
JRN 330 ~ ................................................................. 3 credits
Journalistic Writing I
JRN 340 ~ ................................................................. 3 credits
Journalistic Writing II
JRN 350 ~ ................................................................. 3 credits
Controversial Issues in Journalism
JRN 360 ~ ................................................................. 3 credits
Storytelling: A Multimedia Approach

The University reserves the right to modify the required course of study. Please note that within each state, concentration availability may vary by campus location.

Additional Admission Requirements for the BS/COM

- 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/COM

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 42 upper division credits.
  - All students must meet the General Education areas approved by the university.
  - A minimum grade point average (GPA) of 2.0.
  - All students must complete the minimum number of credits required by their degree program.
  - All undergraduate students are required to complete the minimum general education credits required by their program version.
  - Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

Bachelor of Science in Communication

General Education Requirements for the BS/COM

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

Communication Arts, 6 credits
Humanities, 6 credits
Mathematics, 6 credits
Social Sciences, 6 credits
Science/Technology, 6 credits

Must include at least 3 credits in the physical or biological sciences

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 18 credits

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

General Education Requirements for the BS/COM for Arkansas Students

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

Communication Arts, 6 credits
Mathematics, 6 credits
Science/Technology, 9 credits

Must include MTH 220.

Social Sciences, 6 credits

Must include a minimum of 6 credits in lab science or equivalent transfer coursework with a lab component.

Humanities, 9 credits

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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
- 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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

**Additional Residency Requirements and Course Waivers for BS/COM**

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.

The following courses in the required course of study may not be waived: GEN 200, GEN 300, COM 480

**Course Descriptions for the BS/COM**

**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.

**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 bachelor’s 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 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 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, 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 experi-
ence since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, 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
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.

VCT 310 .................................................................................. 3 credits
Web Design
This course focuses on the principles of good web design and the essential role of the web designer in today’s business environment. Topics covered include layout, style, artistic quality, navigation, performance, communication, community, e-commerce and marketing.

VCT 320 .................................................................................. 3 credits
Electronic Publishing
This course presents the essential role of electronic publishing in the delivery of information to today’s businesses and consumers. Most of the course is concerned with methods and techniques involved in the electronic publishing of business presentations, corporate reports, newsletters, training materials, manuals and electronic books, but other information formats such as wikis and blogs are also considered.

VCT 420 .................................................................................. 3 credits
Multimedia Development
This course introduces the fundamentals of developing interactive, multimedia enriched content for delivery across alternative platforms such as the Internet, CDs and handheld devices. The focus is on the integration of animation, audio and video content to maximize communication.
Communication
SOC 262 ..................................................................................... 3 credits

Contemporary American Society
Students in this course will explore the implications of ethnicity, culture, and diversity within the context of society. Students will be introduced to racial and ethnic relations, prejudice, stereotypes, discrimination, and adaptation and conflict in diverse cultures.
SOC 333 ..................................................................................... 3 credits

Genders in Society
The objective of this course is to explore gender differences and communication. This course introduces students to gender inclusiveness and sensitivity through the examination of the roles of genders in society. Students will focus on gender communication in business, organizations, family and the media. Additionally, students will explore communication traits of men and women and the impact of miscommunication between genders.
SOC 335 ..................................................................................... 3 credits

The Peoples and Cultures of Asia
This course provides students with an overview of the cultural traditions and contemporary development of Asian countries. Course topics include the geography, history, politics, economic development, and social conditions of Asian countries.
SOC 337 ..................................................................................... 3 credits

Contemporary Latin American Society
This course introduces the cultural perspectives of Latin America. Students will explore cultural geography, ethnicity, class and culture, gender, and challenges facing Latin America.
SOC 338 ..................................................................................... 3 credits

The African American Experience
This course serves as an introduction to the African American experience. This course will explore the social construction of identity, culture and the inequalities African Americans face in popular American culture. Race, class and gender of the African American people will be explored from a historical to modern day perspective.
COM 403 ..................................................................................... 3 credits

Contemporary Communication in a Diverse Society
The objective of this course is to focus on the dynamics of human communication across cultures and genders in a multicultural society.

Course Descriptions for the Concentration in Journalism
JRN 310 ..................................................................................... 3 credits

Introduction to Journalism
This course is the introduction to the journalism concentration. The role of the journalist will be described from its origin to the emergence of the modern-era journalist. Key journalistic theories and principles will be discussed. Special attention will be given to influences in journalism and qualities that exemplify journalistic writing. The concepts of journalistic writing, research, technology, ethics, and personal responsibility will be introduced. Controversial issues faced by journalists will be highlighted throughout the course.
JRN 320 ..................................................................................... 3 credits

Research for Journalism
This course focuses on the research methods employed in journalistic writing and reporting. The goal of this course is to enhance the understanding of the characteristics of credible sources and accurate information. Information will be assembled and evaluated to support journalistic goals by interpreting information needs, choosing accurate and unbiased sources, and selecting relevant and reliable information. The importance of employing ethical practices to research techniques is emphasized throughout the course.
JRN 330 ..................................................................................... 3 credits

Journalistic Writing I
This course focuses on understanding journalistic writing styles. The course begins by categorizing historical media and associating past writing styles with current 21st century styles. Differences will be identified in writing for various audiences and for print, digital, and broadcast media. The rationale for using certain writing styles will be illustrated and expressed. Throughout the course, the roles of research, editing, and ethics in journalistic writing will be emphasized.
JRN 340 ..................................................................................... 3 credits

Journalistic Writing II
This course focuses on the application of the diverse journalistic writing techniques used by today’s changing media landscape. The goal is to enhance storytelling skills by informing and engaging audiences using various delivery methods. Written media messages will be designed and assessed by determining which writing styles should be utilized given the target audience. Within the new convergent media landscape, credible resources will be identified, materials evaluated, and details of written work summarized. The association between research and responsible writing will be explored, as writing strategies to create effective messages are developed. The role of ethics in journalism is emphasized throughout the course.
JRN 350 ..................................................................................... 3 credits

Controversial Issues in Journalism
This course examines the rise of social media and the immediacy in which controversial issues are communicated in journalism. This course focuses on developing the writer/reporter’s ability to critically examine and react to specific media elements, including public opinion, trends, celebrity commentary, and the public’s need to know. Emphasis is placed on understanding the nature and characteristics of thought-provoking mass media occurrences. Concepts of idea generation and storytelling in an ethical and personally responsible manner are highlighted.
JRN 360 ..................................................................................... 3 credits

Storytelling: A Multimedia Approach
This course focuses on the role of technology and its impact on news delivery. The use of technologically advanced multimedia formats will be explored. Stories will be adapted to various media outlets to realize the full range appeal to targeted audiences. The goal of this course is to provide students with experiences in storytelling that are delivered through the use of advanced convergent technologies.

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

The Bachelor of Arts degree with a language requirement and primary major in English is designed to provide students with substantive academic content in a liberal arts discipline of their choice. The program prepares students for teaching opportunities in elementary and secondary education after completion of additional methodology courses required for teacher certification in all states. The degree also provides an academic foundation for students interested in pursuing further graduate education necessary for postsecondary teaching positions in liberal arts 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 Arts in English introduces students to literature, rhetoric, grammar and composition as a disciplined course of study. Students will gain a multifaceted understanding of the major literary genres, authors, and forms; and proficiency in the English language through their course of study. Using English language as a context, students develop skills in research, critical thinking & analysis, and 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/ba-eng.

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

### BA/ENG Preferred Sequence and Prerequisites

#### Lower Division Courses - 21 credits

**Major Courses - 6 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 270</td>
<td>Literary Interpretation and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENG 280</td>
<td>Rhetoric and Critical Thinking</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 2 courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT 235</td>
<td>Survey of English Literature to 1798</td>
<td>3</td>
</tr>
<tr>
<td>LIT 245</td>
<td>Survey of English Literature since 1798</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 3 courses from the following or another 200 level ENG course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 230</td>
<td>Mechanics of Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 235</td>
<td>Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 240</td>
<td>Introduction to Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 250</td>
<td>History of the English Language</td>
<td>3</td>
</tr>
</tbody>
</table>

**Upper Division Courses - 27 credits**

**Major Courses - 6 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 260</td>
<td>Folklore and Fairytales</td>
<td>3</td>
</tr>
<tr>
<td>ENG 265</td>
<td>The Short Story</td>
<td>3</td>
</tr>
<tr>
<td>ENG 295</td>
<td>Children’s Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

**Upper Division Courses - 27 credits**

**Major Courses - 6 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT 375</td>
<td>Literary Theory and Criticism</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 6 courses from the below list or another upper division course with a LIT, WRIT, or RHET prefix:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT 304</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>LIT 305</td>
<td>American Autobiography</td>
<td>3</td>
</tr>
<tr>
<td>LIT 315</td>
<td>American Autobiography</td>
<td>3</td>
</tr>
<tr>
<td>LIT 325</td>
<td>American Autobiography</td>
<td>3</td>
</tr>
<tr>
<td>LIT 330</td>
<td>American Autobiography</td>
<td>3</td>
</tr>
<tr>
<td>LIT 340</td>
<td>African American Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

**Upper Division Courses - 27 credits**

**Major Courses - 6 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRIT 420</td>
<td>Creative Writing: Poetry</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 6 courses from the below list or another upper division course with a LIT, WRIT, or RHET prefix:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRIT 410</td>
<td>Creative Writing: Poetry</td>
<td>3</td>
</tr>
</tbody>
</table>

**Upper Division Courses - 27 credits**

**Major Courses - 6 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHET 470</td>
<td>Advanced Linguistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 6 courses from the below list or another upper division course with a LIT, WRIT, or RHET prefix:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHET 475</td>
<td>African American Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

**Upper Division Courses - 27 credits**

**Major Courses - 6 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT 430</td>
<td>African American Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 6 courses from the below list or another upper division course with a LIT, WRIT, or RHET prefix:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT 400</td>
<td>African American Literature</td>
<td>3</td>
</tr>
</tbody>
</table>
General Information for the BA/ENG
• First time attendees with the university will be admitted with condition to this program according to the risk free period policy.
• Applicants who have not previously completed an associate degree at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
• Students who have completed an associate degree at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track).

Additional Admission Requirements for the BA/ENG
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 as a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HISET examination with a passing score.
• 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. Students can also submit a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
• Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. 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
A minimum of 120 credits must be in the general education areas approved by the University.

Communication Arts Requirement(s) 6 credits
A Track must include: ENG 220, equivalent or higher
B Track must include: ENG 147
Puerto Rico students may not use conversational English to satisfy Communication Arts

Mathematics Requirement(s) 6 credits
Must include MTH 209, equivalent or higher

Social Science Requirement(s) 6 credits

Science & Technology Requirement(s) 6 credits
Must include at least three (3) credits in the physical or biological sciences

Humanities Requirement 6 credits
B Track must include: HUM 115

Additional Liberal Arts Requirement 3 credits
A Track must include: GEN 201
B Track must include: GEN 127

Foreign Language Requirement(s) 9 credits
NTP Foreign Language Exams may be used to satisfy foreign language requirements.

Interdisciplinary Component Requirement 3 credits
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BA/ENG
• Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 as the first course in their program.
• Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, ENG 147, HUM 115
• With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
• Concurrent enrollment is prohibited during any of the courses in the standard pathway (B Track).
• Accelerated Pathway (A Track) students may not enroll in GEN 127, ENG 147, or HUM 115 to satisfy programmatic prerequisites, general education or elective requirements.
• Continuously enrolled students will not be required to complete the Pathway Diagnostic upon a program/program version change and will be placed in the Accelerated Pathway (A Track).
• Students who previously completed GEN 101, GEN 195, GEN 200, US 101, or GEN 300 and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
• Students may not complete any of the standard pathway (B Track) courses via Directed Study.
• All undergraduate students must satisfy math and English proficiency prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the BA/ENG

Students in this program may waive a maximum of 15 credits from their required course of study.

Course Descriptions for the BA/ENG

ENG 270................................................................. 3 credits

Literary Interpretation and Analysis
This is a foundational course in developing the skills necessary for effective and appropriate academic writing. This course reviews the elements of grammar, mechanics, style and proper documentation of outside sources.
ENG 280................................................................. 3 credits

Rhetoric and Critical Thinking
This course introduces students to rhetoric and critical thinking. Students will apply both formal logic and rhetorical principles to the study and practice of argument and persuasion.
LIT 235................................................................. 3 credits

Survey of English Literature to 1798
This course is a survey of English literature through 1798.
LIT 245................................................................. 3 credits

Survey of English Literature since 1798
This course is a survey of English literature since 1798.
LIT 255................................................................. 3 credits

Survey of American Literature to 1860
This course is a survey of American literature through 1860.
LIT 265................................................................. 3 credits

Survey of American Literature since 1860
This course is a survey of American Literature since 1860.
ENG 230................................................................. 3 credits

Mechanics of Writing
This course provides an overview of the mechanics of American English grammar as it applies to academic reading and writing.
ENG 235................................................................. 3 credits

Linguistics
This course provides an introduction to major areas in linguistic study.
ENG 240................................................................. 3 credits

Introduction to Creative Writing
This course provides an introduction to creative fiction and nonfiction works. Students will be expected to produce original creative writings.
ENG 250................................................................. 3 credits

History of the English Language
This course is a history of the English Language from its roots to Modern Standard English.
ENG 260................................................................. 3 credits

Folklore and Fairytales
This course explores the genre of folklore and fairytales and their role as cultural literary artifacts. Students will examine the construction, shaping and use of folklore and fairytales in society.
ENG 265................................................................. 3 credits

The Short Story
This course examines the short story through notable works and writers.
ENG 295................................................................. 3 credits

Children’s Literature
This course examines literature for children. Through an overview of a variety of genres and topics, students will develop an understanding of literature for young readers.
LIT 375................................................................. 3 credits

Literary Theory and Criticism
This course introduces students to major literary theories in the discipline, from Structuralism to Post-modernism, for use in critical analysis.
WRIT 320................................................................. 3 credits

Advanced Composition for the English Major
This course in advanced composition is for students who want to develop advanced writing skills. While focus and subject matter may vary, a rhetorical emphasis will guide the writing tasks.
LIT 304................................................................. 3 credits

Shakespeare
This course examines Shakespearean literature with a focus on significant plays still popular today. Students will discuss the influence of Shakespeare on literary, social, and theatrical concepts.
LIT 305................................................................. 3 credits

Major American Novel
This course examines the American novel through major genres and authors.
LIT 315................................................................. 3 credits

American Autobiography
This course examines the American experience through the reading and interpretation of memoirs, autobiographies, journals, and diaries.

LIT 340................................................................. 3 credits

LIT 375................................................................. 3 credits

LIT 390................................................................. 3 credits

LIT 395................................................................. 3 credits

WRIT 420................................................................. 3 credits

WRIT 430................................................................. 3 credits

WRIT 435................................................................. 3 credits

WRIT 440................................................................. 3 credits

WRIT 450................................................................. 3 credits

WRIT 455................................................................. 3 credits

WRIT 460................................................................. 3 credits

WRIT 465................................................................. 3 credits

WRIT 470................................................................. 3 credits

WRIT 480................................................................. 3 credits

WRIT 490................................................................. 3 credits

WRIT 495................................................................. 3 credits

WRIT 499................................................................. 3 credits

WRIT 500................................................................. 3 credits

WRIT 505................................................................. 3 credits

WRIT 510................................................................. 3 credits

WRIT 515................................................................. 3 credits

WRIT 520................................................................. 3 credits

WRIT 525................................................................. 3 credits

WRIT 530................................................................. 3 credits

WRIT 535................................................................. 3 credits

WRIT 540................................................................. 3 credits

WRIT 545................................................................. 3 credits

WRIT 550................................................................. 3 credits

WRIT 555................................................................. 3 credits

WRIT 560................................................................. 3 credits

WRIT 565................................................................. 3 credits

WRIT 570................................................................. 3 credits

WRIT 575................................................................. 3 credits

WRIT 580................................................................. 3 credits

WRIT 585................................................................. 3 credits

WRIT 590................................................................. 3 credits

WRIT 595................................................................. 3 credits

WRIT 599................................................................. 3 credits

WRIT 600................................................................. 3 credits

WRIT 605................................................................. 3 credits

WRIT 610................................................................. 3 credits

WRIT 615................................................................. 3 credits

WRIT 620................................................................. 3 credits

WRIT 625................................................................. 3 credits

WRIT 630................................................................. 3 credits

WRIT 635................................................................. 3 credits

WRIT 640................................................................. 3 credits

WRIT 645................................................................. 3 credits

WRIT 650................................................................. 3 credits

WRIT 655................................................................. 3 credits

WRIT 660................................................................. 3 credits

WRIT 665................................................................. 3 credits

WRIT 670................................................................. 3 credits

WRIT 675................................................................. 3 credits

WRIT 680................................................................. 3 credits

WRIT 685................................................................. 3 credits

WRIT 690................................................................. 3 credits

WRIT 695................................................................. 3 credits

WRIT 699................................................................. 3 credits

WRIT 700................................................................. 3 credits

WRIT 705................................................................. 3 credits

WRIT 710................................................................. 3 credits

WRIT 715................................................................. 3 credits

WRIT 720................................................................. 3 credits

WRIT 725................................................................. 3 credits

WRIT 730................................................................. 3 credits

WRIT 735................................................................. 3 credits

WRIT 740................................................................. 3 credits

WRIT 745................................................................. 3 credits

WRIT 750................................................................. 3 credits

WRIT 755................................................................. 3 credits

WRIT 760................................................................. 3 credits

WRIT 765................................................................. 3 credits

WRIT 770................................................................. 3 credits

WRIT 775................................................................. 3 credits

WRIT 780................................................................. 3 credits

WRIT 785................................................................. 3 credits

WRIT 790................................................................. 3 credits

WRIT 795................................................................. 3 credits

WRIT 799................................................................. 3 credits

WRIT 800................................................................. 3 credits

WRIT 805................................................................. 3 credits

WRIT 810................................................................. 3 credits

WRIT 815................................................................. 3 credits

WRIT 820................................................................. 3 credits

WRIT 825................................................................. 3 credits

WRIT 830................................................................. 3 credits

WRIT 835................................................................. 3 credits

WRIT 840................................................................. 3 credits

WRIT 845................................................................. 3 credits

WRIT 850................................................................. 3 credits

WRIT 855................................................................. 3 credits

WRIT 860................................................................. 3 credits

WRIT 865................................................................. 3 credits

WRIT 870................................................................. 3 credits

WRIT 875................................................................. 3 credits

WRIT 880................................................................. 3 credits

WRIT 885................................................................. 3 credits

WRIT 890................................................................. 3 credits

WRIT 895................................................................. 3 credits

WRIT 899................................................................. 3 credits

WRIT 900................................................................. 3 credits

WRIT 905................................................................. 3 credits

WRIT 910................................................................. 3 credits

WRIT 915................................................................. 3 credits

WRIT 920................................................................. 3 credits

WRIT 925................................................................. 3 credits

WRIT 930................................................................. 3 credits

WRIT 935................................................................. 3 credits

WRIT 940................................................................. 3 credits

WRIT 945................................................................. 3 credits

WRIT 950................................................................. 3 credits

WRIT 955................................................................. 3 credits

WRIT 960................................................................. 3 credits

WRIT 965................................................................. 3 credits

WRIT 970................................................................. 3 credits

WRIT 975................................................................. 3 credits

WRIT 980................................................................. 3 credits

WRIT 985................................................................. 3 credits

WRIT 990................................................................. 3 credits

WRIT 995................................................................. 3 credits

WRIT 999................................................................. 3 credits

University of Phoenix, 2013-2014

COLLEGE OF HUMANITIES AND SCIENCES
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT 325</td>
<td>Modern Theatre</td>
</tr>
<tr>
<td>RHET 475</td>
<td>This course explores the use of rhetoric in contemporary social media. Through analysis of significant works, students will explain the importance of the theatre to culture.</td>
</tr>
<tr>
<td>LIT 330</td>
<td>Modern Poetry</td>
</tr>
<tr>
<td>RHET 470</td>
<td>This course examines American rhetoric from a variety of genres and periods. Students will be able to explain rhetoric as an expression of culture and its importance to society.</td>
</tr>
<tr>
<td>LIT 340</td>
<td>African American Literature</td>
</tr>
<tr>
<td>LIT 410</td>
<td>This course explores African American literature. Topics may include the underlying historical experiences and cultural values of African Americans and how they express themselves in various literary forms.</td>
</tr>
<tr>
<td>LIT 420</td>
<td>Literature of the Fantastic</td>
</tr>
<tr>
<td>LIT 430</td>
<td>This course examines the genre of science fiction and fantasy through notable authors and works.</td>
</tr>
<tr>
<td>LIT 450</td>
<td>Comic Books and Graphic Novels</td>
</tr>
<tr>
<td>LIT 415</td>
<td>This course examines the genre of comic books and graphic novels using analytical skills and literary theory to explore the development and impact of this medium on society.</td>
</tr>
<tr>
<td>LIT 430</td>
<td>The Romantic Poet</td>
</tr>
<tr>
<td>LIT 450</td>
<td>This course provides a more focused study of Romantic-era poets, such as Byron, Keats, and Shelley. Students will analyze Romantic authors using historical contexts and literary frameworks.</td>
</tr>
<tr>
<td>LIT 460</td>
<td>Women Writers</td>
</tr>
<tr>
<td>LIT 425</td>
<td>This course examines women writers of poetry, short stories, and novels with a special emphasis on what distinguishes gender perspectives, and analytical frameworks in literature.</td>
</tr>
<tr>
<td>LIT 430</td>
<td>Rhetorical Theories</td>
</tr>
<tr>
<td>RHET 470</td>
<td>This course examines major rhetorical theories and theorists from a range of cultures and periods.</td>
</tr>
<tr>
<td>RHET 475</td>
<td>Studies of American Rhetoric</td>
</tr>
<tr>
<td>RHET 480</td>
<td>This course offers an overview of advanced topics in linguistics. Topics may include semantics and pragmatics.</td>
</tr>
<tr>
<td>RHET 490</td>
<td>Rhetoric and Social Media</td>
</tr>
</tbody>
</table>

**Creative Writing: Personal Essays and Creative Non-Fiction**
This course in creative writing offers practice and criticism in the reading, analysis, and composition of personal essays and nonfiction.

**Writing for Social Media**
This course explores the varied styles of writing for social media. Students will analyze multiple examples of social media and practice writing for these media.

**Creative Writing: Poetry**
This course in poetry writing offers practice and criticism in the reading, analysis, and composition of poetry.

**Creative Writing: Short Story**
This course in writing short story offers practice and criticism in the reading, analysis, and composition of the short story.

**Creative Writing: One Act Play**
This course in writing one act plays offers practice and criticism in the reading, analysis, and composition of the one act play.

**Applied Rhetoric**
This is the capstone course for English majors. Through applied rhetoric, students will apply various concepts to their own studies and writing, and to written works from multiple genres and disciplines.

**University Academic Writing**
This is a foundational course in developing the skills necessary for effective and appropriate academic writing. This course reviews the fundamentals of grammar, mechanics, style, and proper documentation of outside sources.

**University Writing Essentials**
This is a foundational course in developing the skills necessary for effective and appropriate academic writing. This course reviews the fundamentals of grammar, writing mechanics, style, and proper documentation of sources.

**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.

**Critical Thinking in Everyday Life**
This is a critical thinking skills course focusing on developing the necessary tools and skills to analyze problems, make decisions, for-
students develop personal strategies for achieving educational goals; and develop skills in critical thinking, collaboration, and communication.

**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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 120</td>
<td>History 1865 to 1945</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 145</td>
<td>The American Experience Since 1945</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 112</td>
<td>History of Western Civilization from Pre-history to Middle Ages</td>
<td>3 credits</td>
</tr>
<tr>
<td>GEO 155</td>
<td>Cultural Geography</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 276</td>
<td>Global Civilizations from 1400-1700</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Students must choose one course from the list below:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 134</td>
<td>World Religious Traditions II</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 275</td>
<td>Global Civilizations to 1400</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 114</td>
<td>History of Western Civilization from the French Revolution to the Present</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 205</td>
<td>Asian History</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 206</td>
<td>Latin American History</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 276</td>
<td>Cultural Geography</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Major Courses- Upper Division**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 308</td>
<td>Modern European History</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 309</td>
<td>American Colonial and Revolutionary History</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 335</td>
<td>Europe and the World Wars</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 349</td>
<td>The History of Modern China</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 403</td>
<td>Foundations of American Foreign Policy</td>
<td>3 credits</td>
</tr>
<tr>
<td>RES 404</td>
<td>Historical Research Methods</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Students must choose one course from the list below:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 301</td>
<td>United States Constitution</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 341</td>
<td>Ancient Worlds</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 343</td>
<td>The Middle East</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 355</td>
<td>The History of Modern Mexico</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 356</td>
<td>History of Africa</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 359</td>
<td>The History of Modern Russia and the Soviet Union</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 458</td>
<td>History of Human Discovery</td>
<td>3 credits</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 cred-
its 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Degree Requirements for the BS/HIS
The degree requirements for this program are the following:
• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 45 upper division credits.
  • All students must meet the General Education areas approved by the university.
  • Completion of a fifteen (15) credit Focus Study.
  • A minimum program grade point average (GPA) of 2.0.
  • Students may choose additional elective credits in order to fulfill the required upper division and elective requirements.
  • All students must complete the minimum number of credits required by their degree program.
  • Focus Study is reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
    Bachelor of Science in History

General Education Requirements 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 209 and MTH 233, equivalent or higher
Social Science Requirement(s) 6 credits
Science & Technology Requirement(s) 6 credits
Must include at least three credits in the physical or biological sciences
Humanities Requirement(s) 6 credits
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.

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 a minimum of 6 credits in lab science or equivalent transfer coursework with a lab component.
Humanities Requirement(s) 9 credits
Additional Liberal Arts 6 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.
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.
• All 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,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
• A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
• 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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

Residency Requirements and Course Waivers for the BS/HIS
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.

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 provides 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 its 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.

MTH 220 .................................................................................. 3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

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

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

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

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

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

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

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

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

Bachelor of Science in Environmental Science
The following Bachelor of Science in Environmental Science (BS/EVS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science degree with a mathematics requirement and primary majors in natural sciences and history is designed to provide students with substantive academic content in the discipline of their choice. The program prepares students for teaching opportunities in elementary and secondary education after completion of additional methodology courses required for teacher certification in all states. The degree also provides an academic foundation for students interested in pursuing further graduate education necessary for postsecondary teaching positions in natural science or history at most colleges and universities. 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 major 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

Major Requirements

GEN 200 (A Track Only) .................................................................................. 3 credits

Foundations for General Education and Professional Success

GEN 195 (B Track Only) .................................................................................. 3 credits

Foundations of University Studies
Major Courses - Lower Division
BIO 101 ~ ................................................................. 3 credits
Principles of Biology
BIO 280 ~ ................................................................. 3 credits
Conservation Biology
CHM 150 ~ ............................................................ 4 credits
General Chemistry I
CHM 151 ~ ............................................................ 4 credits
General Chemistry II
ENV 100 ~ ............................................................ 3 credits
Principles of Environmental Science
GLG 220 ~ ............................................................. 3 credits
Physical Geology
SCI 256 ~ .............................................................. 3 credits
People, Science and the Environment
Electives - Lower Division
Students must choose one course from the list below:
BIO 204 ~ ............................................................. 3 credits
Plant Physiology
BIO 240 ~ ............................................................. 3 credits
General Biology
GEO 180 ~ ............................................................ 3 credits
Physical Geography
GLG 240 ~ ........................................................... 3 credits
Environmental Geology
SCI 209 ~ ............................................................. 3 credits
Oceanography
Major Courses - Upper Division
BIO 315 ~ ............................................................... 3 credits
Ecology and Evolution
ECO 370 ~ ............................................................ 3 credits
Environmental Economics
ENV 320 ~ ........................................................... 3 credits
Environmental Law
ENV 410 ~ ........................................................... 3 credits
Environmental Toxicology
ENV 420 ~ ........................................................... 3 credits
Environmental Risk Assessment
SCI 362 ~ ............................................................ 3 credits
Environmental Issues and Ethics
SUS 300 ~ ............................................................. 3 credits
Environmental Sustainability
Electives - Upper Division
Students must choose three courses from the list below:
BIO 325 ~ ............................................................. 3 credits
Economic Botany
ENV 310 ~ ........................................................... 3 credits
Environmental Management
ENV 315 ~ ........................................................... 3 credits
Global Change
ENV 330 ~ ........................................................... 3 credits
Global Environmental Health
ENV 340 ~ ........................................................... 3 credits

Energy and the Environment
ENV 350 ~ ........................................................... 3 credits
Water and Wastewater Treatment Technology
ENV 400 ~ ........................................................... 3 credits
Watershed Hydrology
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, 9 of which must be upper division. 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.

Additional Admission Requirements BS/EVS
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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
• Tennessee: Students residing in Tennessee who are attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Degree Requirements for the BS/EVS
• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 45 upper division credits.
  • All students must meet the General Education areas approved by the university.
  • Completion of a fifteen (15) credit Focus Study, nine (9) of which must be upper division.
• A minimum grade point average (GPA) of 2.0.
• Students may choose additional elective credits to fulfill upper division and elective requirements.
• The diploma awarded for this program will read as: Bachelor of Science in Environmental Science

General Education Requirements for the BS/EVS
A minimum of 36 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) 9 credits
**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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the University course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success or the program specific entry point course as outlined in the individual program policy as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.

**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.

BIO 101 .................................................................................... 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.

BIO 280 .................................................................................... 3 credits

**Conservation Biology**

This course will examine the concepts and issues related to the con-
servation of biodiversity. Topics will include the impact of society on plants and animals, aquatic and terrestrial ecosystems, extinction, and genetic diversity.

CHM 150 .................................................................................................. 4 credits

**General Chemistry I**

This course provides students with an in-depth knowledge of the principles and applications of chemistry. Topics include chemical nomenclature, atomic theory, stoichiometry, periodicity, chemical bonding, thermochemistry, gas laws, and properties of solids and liquids. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs. This course is the first half of the general chemistry sequence, which is completed in CHM 151: General Chemistry II.

CHM 151 .................................................................................................. 4 credits

**General Chemistry II**

This course continues the examination of principles and applications of chemistry that was begun in CHM 150: General Chemistry I. Topics include properties of solutions, acids and bases, kinetics, equilibrium, thermodynamics, oxidation-reduction, ionic and redox equations, and electrochemistry. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs.

ENV 100 .................................................................................................. 3 credits

**Principles of Environmental Science**

This course will provide students with the scientific principles, concepts, and methodologies that are required to identify and analyze risks associated with environmental problems, and examine alternative solutions for resolving or preventing these problems.

GLG 220 .................................................................................................. 3 credits

**Physical Geology**

This course will introduce the key concepts of geology by examining the Earth and the processes that take place within it. Topics will include historical geology, rocks and minerals, plate tectonics, igneous activity, mass wasting, weathering and erosion systems.

SCI 256 .................................................................................................. 3 credits

**People, Science and the Environment**

This course explores the interrelationship of human beings and their living and nonliving environments. The role of science in helping to define and address problems that stem from these interactions is examined. This introductory environmental science course examines ecosystems and the science behind how they 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, as well as types of energy resources are addressed. This course challenges students to consider the impact of lifestyle choices on environmental sustainability.

BIO 204 .................................................................................................. 3 credits

**Plant Physiology**

This course will examine the key concepts of plant physiology. Topics will include the structure and function of plants, growth and development, water transport, mineral nutrition, photosynthesis, and plant metabolism.

BIO 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.

GEO 180 .................................................................................................. 3 credits

**Physical Geography**

This course introduces students to the principles of physical geography. Students examine the processes of Earth’s physical environment as well as the human-environment interaction. Topics include plate tectonics, the rock cycle, landscape building, water resources, the relationship between the Earth and Sun, the elements of weather and climate, vegetation and soils, types and uses of maps, and human interaction with the environment.

GLG 240 .................................................................................................. 3 credits

**Environmental Geology**

This course introduces students to the study of environmental geology. Students examine the connection between geological processes and resource management. Topics include Earth’s internal structure and processes, hydrological and geological resources, geomorphology, natural hazards, waste management, policies and regulations, and the impact of human activity on natural resources.

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. Students will focus on populations and communities, adaptation, and other factors that affect organisms.

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 320 .................................................................................................. 3 credits

**Environmental Law**

This course explores the administrative regulations and policies that are requisite to the management of health and safety in the workplace. Federal, state, and local policies will be examined.

ENV 410 .................................................................................................. 3 credits

**Environmental Toxicology**

The purpose of this course is to provide the fundamental knowledge of the effects of environmental chemicals on living systems, and the toxic responses of the human and plant systems. Students will discuss risk, ethics, and social responsibility with regard to environmental toxicology.

ENV 420 .................................................................................................. 3 credits

**Environmental Risk Assessment**

This course provides an overview of the basic concepts of human and ecological risk assessment. Significant case studies will be used to illustrate the assessment process.

SCI 362 .................................................................................................. 3 credits

**Environmental Issues and Ethics**

Applying scientific, philosophical, economic & ethical principles, this course will consider current and future environmental issues from an interdisciplinary philosophical perspective. 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.

SUS 300 ................................................................................... 3 credits
Environmental Sustainability
Students will be presented with a broad treatment of the preservation and efficient use of resources as well as methods of reversing current resource consumption. Topics will include sustainable practices, population growth, hydrologic cycle, water treatment processes, waste management, alternative energies, and energy efficient home or building design.

BIO 325 ................................................................................... 3 credits
Economic Botany
This course focuses on the economic uses of plants from international, historical, environmental and contemporary perspectives. Economic uses include plant textiles, spices, herbs, perfumes, oils, waxes, beer, coffee, tea, wine, chocolate, marijuana, psychedelics, fuel algae, and fungi.

ENV 310 ................................................................................... 3 credits
Environmental Management
This course examines environmental problems from a local, national, and international perspective. Federal legislation will be reviewed on air pollution and water quality. Students will be introduced to control techniques for treating air and water, and the emerging environmental issues such as global climate changes, bioterrorism, organic pollutants, and industrial ecology.

ENV 315 ................................................................................... 3 credits
Global Change
This course will examine the impact of human activity on the environment. Students will examine a variety of environmental issues influenced by human activity, including the development and impact of global climate change on Earth.

ENV 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 340 ................................................................................... 3 credits
Energy and the Environment
This course will introduce topics covering a wide variety of alternative energy sources, the need for renewable energy, as well as the problems associated with them. Energy sources will include oil, coal, natural gas, hydroelectric, nuclear, wind, solar, geothermal, tidal, and biofuels.

ENV 350 .................................................................................. 3 credits
Water and Wastewater Treatment Technology
This course will introduce students to water and wastewater treatment technology. Topics will include drinking-water treatment and distribution, wastewater collection and treatment, and water reuse.

ENV 400 ................................................................................... 3 credits
Watershed Hydrology
This course will introduce students to the water cycle and freshwater management. Topics will include examination of bodies of water, geology and soil properties, the water cycle, groundwater flow, pollution effects, and government involvement.

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 to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

MTH 220 ................................................................................... 3 credits
College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

MTH 231 .................................................................................. 3 credits
Statistics for the 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.

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.

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 Criminal Justice and Security prepares students for professional and management-related career opportunities 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 opportunities of service and leadership in a diverse, global society. Curriculum is delivered by experts who relate both theory and practice in this evolving field. The College has earned respect through continuous improvement driven by a combination of innovation in the field and empirical evidence of learning outcomes, all of which is accomplished through the integrity, teamwork, and creativity of college faculty and staff. We are a respected criminal justice and security college, known for its distinctive strengths in providing superior and relevant educational programs to its students. It is the student’s responsibility to ascertain whether their past history and conduct may prohibit their placement or participation in the criminal justice and security field. The University makes no guarantee or representation that the student will meet all qualifications for such employment or licensure for the occupation or profession related to the chosen program.

**Associate of Arts/Concentration in Criminal Justice**

The following Associate of Arts/Concentration in Criminal Justice (AACJ) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree in Criminal Justice concentration focuses on policing practices, corrections, the criminal court system, and juvenile justice. Students take a comprehensive look at these topics through interactive assignments that not only develop their critical thinking skills, but also enable them to recognize the functions of the criminal justice professions within their community. Students are required to formulate conclusions, evaluate decisions, and develop opinions based on learned topics. Students analyze relationships between the citizens, the police, and the court systems.

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

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

**Concentration in Criminal Justice - Track A and B**

- CJS 200 ................................................................. 3 credits
  Foundations of the Criminal Justice System
- CJS 210 ................................................................. 3 credits
  Fundamentals of Policing
- CJS 220 ................................................................. 3 credits
  Introduction to Criminal Court System
- CJS 230 ................................................................. 3 credits
  Introduction to Corrections
- CJS 240 ................................................................. 3 credits
  Introduction to Juvenile Justice
- CJS 250 ................................................................. 3 credits
  Introduction to Security

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

**Additional Admission Requirements for AACJ**

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

**General Education Requirements for the AACJ**

- Communication Arts Requirement 6 credits
  (A Track must include: COM 150 and COM 220)
- Mathematics Requirement 6 credits
  (B Track must include: COM 155 and COM 156)
- 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)
All undergraduate students are required to complete the minimum general education credits required by their program version.

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.

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

Degree Requirements for AACJ
The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.
• 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.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

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.
• All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• 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.

Additional Residency Requirements and Course Waivers for the AACJ
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.

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 cybercrime 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
Critical Thinking

This course is a general orientation to the concept of delinquency and the field of juvenile justice. Students will examine the nature of delinquency, as well as a variety of theories and suspected causes of delinquent behavior. Students will study factors related to delinquency and/or prevention including gender, youthful behavior, family, peers, drug use, school, and community. This course will also familiarize students with the evolution of juvenile justice and key players in the juvenile justice process. Additionally, students will develop an understanding of the juvenile court process, as well as juvenile detention, restitution, prevention and treatment.

CJS 250 ................................................................. 3 credits

Introduction to Security

This course is an introduction to contemporary security practices and programs. Students will study the origins of private security, its impact on our criminal justice system, and the roles of security personnel. Students will also examine the growth and privatization of the security industry, and study the elements of physical security including surveillance and alarm systems. The course will cover legal and liability issues, which determine the extent of private security authority as well as its limitations. This course will also focus on the current and future integration of private security services in law enforcement agencies.

COM 150 .............................................................. 3 credits

Effective Essay Writing

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

COM 220 .............................................................. 3 credits

Research Writing

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

ETH 125 ................................................................. 3 credits

Cultural Diversity

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

CRT 205 ................................................................. 3 credits

Critical Thinking

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

GEN 105 ................................................................................... 3 credits

Skills for Learning in an Information Age

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

Associate of Arts/Concentration in Criminal Justice (Maryland-Online)

The following Associate of Arts/Emphasis in Criminal Justice (AACJ) program may be offered at this University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

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

Emphasis in Criminal Justice - Track A and B

CJS 200 ~ ................................................................. 3 credits

Foundations of the Criminal Justice System

CJS 210 ~ ................................................................. 3 credits

Fundamentals of Policing

CJS 220 ~ ................................................................. 3 credits

Introduction to Criminal Court System

CJS 230 ~ ................................................................. 3 credits

Introduction to Corrections

CJS 240 ~ ................................................................. 3 credits

Introduction to Juvenile Justice

CJS 250 ~ ................................................................. 3 credits

Introduction to Security

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

Additional Admission Requirements for AACJ

• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

**General Education Requirements for the AACJ**

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

**Mathematics Requirement** 6 credits

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

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

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

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

**Interdisciplinary Requirement** 9 credits  
(B Track must include: FP 101)

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

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

**Degree Requirements for AACJ**

The degree requirements for this program are the following:

• Completion of a minimum of 60 credits.

• 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.

• Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

**Academic Progression Requirements for the AACJ**

• All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.

• US 101 will be required as the first course in the first block of the First-Year Sequence.

• HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.

• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.

  The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.

• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.

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

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

**Additional Residency Requirements and Course Waivers for the AACJ**

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.

**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 cybercrime 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 his-
tory of the police, the emerging role of private security, and the organizational concepts of police departments. This course also discusses the relationships between the police department and their respective communities. Other topics include recruitment processes, diversity, culture, and laws that govern policing. Students will have the opportunity to research their local police department for a closer look at policing in their community.

CJS 220 ................................................................................. 3 credits

Introduction to Criminal Court System
This course is an introduction to the fundamental elements of the courts in our criminal justice system. Students will examine the many complexities affecting the court system, from the theory behind the creation of laws to the implementation of such laws. This course provides an in-depth look into the roles and functions of the professionals interacting within the court while outlining the courtroom process. Other topics include punishments, appeals, and plea bargains.

CJS 230 ..................................................................................... 3 credits

Introduction to Corrections - A World Apart
This course introduces students to the fundamental elements of the corrections system within the criminal justice field. Students will examine the early implementations of punishment as well as evolving philosophies of sentencing. Students will gain insight into the purpose and functions of jails and prisons, while establishing a connection between prison life and prisoner's rights. Students will also take an in-depth look into how parole and probation affect our communities. Other topics include correctional management, rehabilitation, and correctional systems in other countries.

CJS 240 ..................................................................................... 3 credits

Introduction to Juvenile Justice
This course is a general orientation to the concept of delinquency and the field of juvenile justice. Students will examine the nature of delinquency, as well as a variety of theories and suspected causes of delinquent behavior. Students will study factors related to delinquency and/or prevention including gender, youthful behavior, family, peers, drug use, school, and community. This course will also familiarize students with the evolution of juvenile justice and key players in the juvenile justice process. Additionally, students will develop an understanding of the juvenile court process, as well as juvenile detention, restitution, prevention and treatment.

CJS 250 ..................................................................................... 3 credits

Introduction to Security
This course is an introduction to contemporary security practices and programs. Students will study the origins of private security, its impact on our criminal justice system, and the roles of security personnel. Students will also examine the growth and privatization of the security industry, and study the elements of physical security including surveillance and alarm systems. The course will cover legal and liability issues, which determine the extent of private security authority as well as its limitations. This course will also focus on the current and future integration of private security services in law enforcement agencies.

COM 150 ................................................................................. 3 credits

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

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

ETH 125 ..................................................................................... 3 credits

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

CRT 205 ..................................................................................... 3 credits

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

GEN 105................................................................................... 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Concentration in Criminal Justice (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Criminal Justice (AACJ) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree in Criminal Justice concentration focuses on policing practices, corrections, the criminal court system, and juvenile justice. Students take a comprehensive look at these topics through interactive assignments that not only develop their critical thinking skills, but also enable them to recognize the functions of the criminal justice professions within their community. Students are required to formulate conclusions, evaluate deci-
sions, 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**

CJS 200 ~.................................................................3 credits
Foundations of the Criminal Justice System
CJS 210 ~.................................................................3 credits
Fundamentals of Policing
CJS 220 ~.................................................................3 credits
Introduction to Criminal Court System
CJS 230 ~.................................................................3 credits
Introduction to Corrections
CJS 240 ~.................................................................3 credits
Introduction to Juvenile Justice

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

**Additional Admission Requirements for AACJ**

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

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

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Students who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.
Must include: MAT 219 and MAT 220
Science & Technology Requirement 9 credits
(B Track must include: SCI 162)
Must include a minimum of 6 credits in lab science.
The lab science 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)
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 who reside in Arkansas are required to complete a minimum of 6 credits in Lab Sciences. Students who complete BIO 100 to fulfill the requirement may be required to complete more than 60 credits to fulfill all requirements for the degree program.

**General Education Requirements for the AACJ for Minnesota Students**

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 9 credits
(B Track must include: SCI 162)
Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)
All undergraduate students are required to complete the minimum general education credits required by their program version.

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.

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

**Degree Requirements for the AACJ**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- 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.
Foundations of the Criminal Justice System

Course Descriptions for the AACJ

• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Associate of Arts

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.
• All 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,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• 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.

Additional Residency Requirements and Course Waivers for the AACJ

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.

Course Descriptions for the AACJ

CJS 200 ..................................................................................... 3 credits

Introduction to Corrections - A World Apart

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 cybercrime 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, youth 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
Students focus on gathering research, evaluating and documenting guidelines. COM 220 ................................................................. 3 credits

**Research Writing**

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety. MAT 219 ................................................................................. 3 credits

**Introduction to College Algebra**

This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions. MAT 220 ................................................................. 3 credits

**College Algebra**

This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

BIO 100 ..................................................................................... 4 credits

**Introduction to Life Science with Lab**

This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 .................................................................................. 3 credits

**Introductory Chemistry**

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

HIS 135 .................................................................................. 3 credits

**The American Experience Since 1945**

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

ETH 125 .................................................................................. 3 credits

**Cultural Diversity**

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

CRT 205 .................................................................................. 3 credits

**Critical Thinking**

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

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 Organizational Security and Management**

The following Bachelor of Science in Organizational Security Management (BS/OSM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Organizational Security and Management degree is designed to address an increasing national and international need for greater technical competence and professionalism in the security industry. The distinctions between the roles of criminal justice agencies and private security organizations are recognized and the degree program provides the required knowledge for a student to develop competency and management skills in organizational security. While the program includes courses in Terrorism and Homeland Security, it also recognizes the depth and breadth of the discipline and provides a variety of courses designed to expose students to the entire spectrum of the security profession.

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

**Required Course of Study for the BS/OSM**

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

GEN 300 .................................................................................. 3 credits

**Skills for Professional Development**
Additional Admission Requirements for the BS/OSM

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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must be currently employed or have access to a work environment.
- Signed Criminal Conviction Prohibition Acknowledgement Form

Degree Requirements for the BS/OSM

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 57 upper division credits.
  - A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.00.
  - 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 a 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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
• A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.

• 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 proficiency requirements prior to enrolling in any course that requires math or English as a prerequisite.

**General Education Requirements for the BS/OSM**

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

**Communication Arts, 6 credits**

**Mathematics, 6 credits**

**Science and Technology, 6 credits**

*Must include at least 3 credits in the physical or biological sciences*

**Humanities, 6 credits**

**Social Science, 6 credits**

**Additional Liberal Arts, 3 credits**

**Interdisciplinary Requirements, 15 credits**

**Professional Development, 3 credits**

**GEN 300 is completed as part of the required course of study**

**Integrating, 3 credits**

**SEC 480 is completed as part of the required course of study**

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

**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 a minimum of 6 credits in lab science.*

**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.

**Additional Residency Requirements and Course Waivers for the BS/OSM**

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.

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 telecommunications, 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 pro-
vides 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 400 .................................................................................... 3 credits

Threat and Vulnerability Management
This course prepares students to conduct comprehensive threat assessments with respect to physical facilities, personnel, equipment or operating systems and enables students to evaluate and manage vulnerabilities in terms of potential threats.

SEC 430 .................................................................................... 3 credits

Principles of Investigation
Investigation of criminal activity, employment applicant backgrounds and internal organizational issues are an integral part of the security manager’s responsibilities. This course is designed to provide the student with an understanding of the principles and techniques of investigation.

SEC 440 .................................................................................... 3 credits

Security of Information Systems and Technology
This course provides the student with an understanding of the security issues associated with computer systems. The course also identifies security measures that are intended to protect the software, hardware and data associated with computer systems.

SEC 410 .................................................................................... 3 credits

Physical Security
This course provides the student with an understanding of the various levels of security that can be employed for the protection of people, property and data housed in physical facilities.

SEC 420 .................................................................................... 3 credits

Personal Security
This course provides the student with an understanding of the procedures, techniques and technology associated with the protection of executives, employees, customers and the general public from intentional harm, accidents and naturally occurring emergencies.

SEC 450 .................................................................................... 3 credits

Global Security Issues
This course evaluates world interests and the changing dimensions of security. It helps the student understand the dynamic nature of global factors that significantly influence security strategies.

SEC 460 .................................................................................... 3 credits

Terrorism
This course helps the student understand the causes of domestic and international terrorism and the psychological and economic effects of terrorist acts.

SEC 470 .................................................................................... 3 credits

Homeland Security and Interagency Response
This course examines the establishment and mission of the Department of Homeland Security, the agencies contained in the department, other federal agencies involved with homeland security, the USA PATRIOT Act and intelligence gathering, and the role of the military, local and state agencies, and the private sector in homeland security.

SEC 480 .................................................................................... 3 credits

Capstone Course
This is the capstone course for Organizational Security and Management undergraduate students. The course provides students with the opportunity to integrate and apply specific program knowledge and learning in a comprehensive manner. Students will evaluate and demonstrate their professional growth.

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

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

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

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

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

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

MTH 220 ............................................................. 3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

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

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

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

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

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

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

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

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

Bachelor of Science in Criminal Justice Administration

(Maryland-Online)

The following Bachelor of Science in Criminal Justice Administration (BSCJA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The mission of the Bachelor of Science in Criminal Justice Administration is to provide students with a strong foundation in criminal justice principles, concepts, and theories, as well as a practice orientation to justice administration. The degree offers a global perspective, as well as specific emphasis areas of criminal justice services delivery. Students will receive core instruction in criminal justice as it is represented in the domains of police, courts, and corrections and then advance to emphases related to specific areas of criminal justice within those domains.

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

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

BSCJA Foundation Courses

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

Foundations for General Education and Professional Success

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

Introduction to Criminal Justice

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

Introduction to Police Theory and Practices

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

Introduction to Criminal Court Systems

CJA 234 ~ .......................................................... 3 credits

Introduction to Corrections

BSCJA Required Course of Study

CJA 304 ~ .......................................................... 3 credits

Interpersonal Communications

CJA 314 ~ .......................................................... 3 credits

Criminology

CJA 324 ~ .......................................................... 3 credits

Ethics in Criminal Justice

CJA 334 ~ .......................................................... 3 credits

Research Methods in Criminal Justice

CJA 344 ~ .......................................................... 3 credits

Cultural Diversity Issues in Criminal Justice

CJA 354 ~ .......................................................... 3 credits

Criminal Law

CJA 364 ~ .......................................................... 3 credits

Criminal Procedure

CJA 374 ~ .......................................................... 3 credits

Juvenile Justice Systems and Processes

CJA 384 ~ .......................................................... 3 credits

Criminal Organizations

CJA 394 ~ .......................................................... 3 credits
Contemporary Issues and Futures in Criminal Justice
Students must select one emphasis in a particular area of study at the time of enrollment.
Students may also complete an additional emphasis. Please contact your academic representative for more information.

**Emphasis in Human Services**
The BSCJA Human Services emphasis is intended to give graduates knowledge and basic skills to work in the human services and helping areas of the criminal justice system. This particular emphasis represents an integrated program combining academic instruction in criminal justice with applied skills for students whose goal is a career in the areas of the system where basic skills in interviewing, case management, mental health interventions, advocacy and mediation are required. Human Services graduates are prepared to provide services in a variety of institutional and community settings within the criminal justice domains of policing, the courts, institutional and community corrections.
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja-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

**Emphasis in Management**
The BS/CJA Management emphasis is designed to give learners a depth of understanding concerning the management and administrative skills necessary to effectively run organizations in the various domains of criminal justice system. The courses included in this degree emphasis focus primarily on the management and administrative skill sets associated with the police, the courts, and with corrections. The theories and principles behind criminal justice are also examined. Students learn about policies, procedures associated with management functions, as well as many administrative practices and factors impacting criminal justice agency operations. This will not only give you the insight into what these specific departments are and what they do, but how to maintain and evaluate organizational operations from an administrative viewpoint.
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja-m.
CJA 444 ~ ................................................................. 3 credits
Organizational Behavior and Management
CJA 454 ~ ................................................................. 3 credits
Criminal Justice Management Theory and Practice
CJA 464 ~ ................................................................. 3 credits
Criminal Justice Policy Analysis
CJA 474 ~ ................................................................. 3 credits
Managing Criminal Justice Personnel
CJA 484 ~ ................................................................. 3 credits
Criminal Justice Administration Capstone

**Emphasis in Institutional Healthcare**
The BSCJA Institutional Health Care emphasis addresses the basic body of knowledge, understanding, and skills identified as relevant to criminal justice based health care services. This includes such areas as management, policy, legal and ethical parameters, health and disease factors, and health care service delivery. The reshaping of contemporary criminal justice health care requires workers to have a broad range of knowledge associated with the functions of health care in detention and correctional institutions, as well as various other areas represented in the greater criminal justice system.
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja-ih.
HCS 310 ~ ................................................................. 3 credits
Health Care Delivery in the United States
HCS 330 ~ ................................................................. 3 credits
Introduction to Health and Disease
HCS 340 ~ ................................................................. 3 credits
Legal Issues in Health Care: Regulation and Compliance
HCS 455 ~ ................................................................. 3 credits
Health Care Policy: The Past and the Future
CJA 484 ~ ................................................................. 3 credits
Criminal Justice Administration Capstone

**Emphasis in Cybercrimes**
The BSCJA Cybercrimes emphasis provides students with the basic skills needed to recognize relevant sources of electronic evidence and determine how electronic evidence can be used in court proceedings and as part of an organizational security plan. The emphasis combines academic instruction in criminal justice and cybercrime concepts to include: the evolution of cybercrime, cybercrime forensics, electronic evidence gathering, and cybercrime investigation and prevention. Students are prepared to provide services in a variety of private and public settings within the criminal justice domains of policing, the courts, corrections, and security.
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja.
TCP 207 ~ ................................................................. 3 credits
Information System Fundamentals
BCC 401 ~ ................................................................. 3 credits
Cybercrimes in the 21st Century
BCC 402 ~ ................................................................. 3 credits
Cybercrime and Role of Law Enforcement Security Personnel
BCC 403 ~ ................................................................. 3 credits
Global Technology and Cybercrime
CJA 484 ~ ................................................................. 3 credits
Criminal Justice Administration Capstone

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

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

Emphasis in Human Services for Criminal Justice

The BSCJA Human Services for Criminal Justice emphasis is intended to give graduates knowledge and basic skills to work in the human services and helping areas of the criminal justice system. This particular emphasis represents an integrated program combining academic instruction in criminal justice with applied skills for students whose goal is a career in the areas of the system where basic skills in interviewing, case management, mental health interventions, advocacy and mediation are required. Human Services for Criminal Justice 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.

CJHS 400 ~ .................................................................3 credits
Theory and Practice: Human Services in Criminal Justice
CJHS 410 ~ .................................................................3 credits
Mental Health and Crisis Interventions in Criminal Justice
CJHS 420 ~ .................................................................3 credits
Case Management and Services Provided in Criminal Justice
CJHS 430 ~ .................................................................3 credits
Collaborative Services in Criminal Justice
CJA 484 ~ .................................................................3 credits
Criminal Justice Administration Capstone

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

Additional Admission Requirements for the BSCJA

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HSET examination with a passing score.
• Applicants must be currently employed or have access to a work environment.
• Signed Criminal Conviction Prohibition Acknowledgement Form

General Education Requirements for the BSCJA

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

- Communication Arts, 6 credits
- Mathematics, 6 credits
- Science and Technology, 6 credits
- Humanities, 6 credits
- Social Science, 6 credits
- Additional Liberal Arts, 6 credits
- Interdisciplinary Requirements, 18 credits

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

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

Degree Requirements for the BSCJA

• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 45 upper division credits.
  • A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
  • A minimum program grade point average (GPA) of 2.0.
  • Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.
  • Students will declare an emphasis at the time of enrollment.
  • The diploma awarded for this program will read as: Bachelor of Science in Criminal Justice Administration

Academic Progression Requirements for the BSCJA

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

• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis courses.
• GEN 195 will be required as the first course in the First-Year Sequence.
• All 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,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
• A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.

• 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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

Residency Requirements and Course Waivers for the BSCJA
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. The following courses in the required course of study may not be waived: GEN 200, CJA 484, GEN 195.

Course Descriptions for the BSCJA

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

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 rehabilitations of prisoners.

CJA 304 ................................................................................... 3 credits

Interpersonal Communications
This course prepares the student to communicate effectively in both written and verbal form. It covers best practices in investigation, policing and interpersonal verbal communication with victims, suspects, and civilians, in a criminal justice setting. Emphasis is placed on practical application of the skills and theories introduced.

CJA 314 ................................................................................... 3 credits

Criminology
Criminology is an introductory course in the study of crime and criminal behavior, focusing on the various theories of crime causation. This course highlights the causes of crime, criminal behavior systems, societal reaction to crime, and criminological methods of inquiry.

CJA 324 ................................................................................... 3 credits

Ethics in Criminal Justice
This course explores the standards and codes of professional responsibility in criminal justice professions (e.g., Law Enforcement Code of Ethics, ABA Standards of Professional Responsibility, American Jail Association Code of Ethics for Jail Officers, and the American Correctional Association Code of Ethics). It also explores analysis and evaluation of ethical dilemmas, roles of professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures and civil liability in law enforcement and correctional environments.

CJA 334 ................................................................................... 3 credits

Research Methods in Criminal Justice
Students learn and demonstrate knowledge of research methodology within the criminal justice system and become acquainted with the range and scope of quantitative and qualitative tools available to the criminal justice researcher.

CJA 344 ................................................................................... 3 credits

Cultural Diversity Issues in Criminal Justice
This course offers a comprehensive, critical and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts and corrections environments.

CJA 354 ................................................................................... 3 credits

Criminal Law
This is an introductory course in the study of criminal law, general legal principles, and how the criminal law functions in and affects modern society. This course highlights a variety of key topics, including the concept of crime and the development of criminal law, defenses to criminal charges, and a number of specific types of crimes, including personal crimes, property crimes, public order crimes, and offenses against public morality. Legal issues affecting
punishment will also be discussed, as will ways the criminal law impacts victims of crime.

CJA 364 ................................................................. 3 credits

**Criminal Procedure**

This course explores the basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth and Sixth Amendments, searches and seizures, interrogations and confessions, identifications, pretrial and trial processes. In addition, the United States Constitution as interpreted by the U.S. Supreme Court is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examination of homeland security issues.

CJA 374 ................................................................. 3 credits

**Juvenile Justice Systems and Processes**

This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.

CJA 384 ................................................................. 3 credits

**Contemporary Issues and Futures in Criminal Justice**

This course examines both the principle issues in contemporary criminal justice as well as the extrapolation of such issues toward possible futures within the criminal justice field. Students will focus upon relevant research in policing, courts, and corrections that reflects key elements of current conditions and what may be expected in the years to come. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of criminal justice administration.

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

**Essentials of College Writing**

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

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

**Skills for Lifelong Learning**

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

GEN 300 .............................................................. 3 credits

**Skills for Professional Development**

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

MTH 220 .............................................................. 3 credits

**Introductory Chemistry**

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 gov-
government officials and groups and to debate public policy issues in a local or state government meeting setting.

Course Descriptions for the Emphasis in Human Services

**BSHS 311** ........................................................................................................... 3 credits

**Models of Effective Helping**

This course presents an exploration of the major theoretical areas in the helping professions: cognitive, behavioral, affective/humanistic, and systems. Students learn the theoretical basis for each of the major theories, the approach to change, and the techniques and interventions used by practitioners of these theories. The course emphasizes the development of a personal theory and approach to human services and the creation of a resource file containing practical applications of theory-based techniques for use by the human service worker.

**BSHS 401** ........................................................................................................... 3 credits

**Case Management**

This course covers principles, practices, and issues in case management. The diagnosis and treatment of developmental, psychological, and psychiatric problems and treatment resources in least restrictive and most cost effective settings will be examined.

**BSHS 441** ........................................................................................................... 3 credits

**Advocacy and Mediation**

This course is designed to explore the potential use and benefits of alternative dispute resolution in human services as a part of the advocacy process. Students will explore the role of the advocate, learn about various dispute resolution models, and identify and practice mediation skills. Attention to overcoming barriers to effective service delivery will be examined. Students will experience the roles of mediator, advocate, and agency representative through role-plays in dyads and small groups.

**BSHS 471** ........................................................................................................... 3 credits

**Mental Health and Crisis Intervention Practices**

Students will learn about the history and current status of the human services delivery system and the mental health services system. Appropriate protocols for assessing strategies will be examined and explored. Students will explore the skills, techniques, and uses of crisis intervention.

**CJA 494** ........................................................................................................... 3 credits

**Criminal Justice Administration Capstone**

This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students' selected emphasis area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

**Course Descriptions for the Emphasis in Management**

**CJA 444** ........................................................................................................... 3 credits

**Organizational Behavior and Management**

This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations - court systems, law enforcement, and corrections. Managing organizational behavior challenges individuals to understand organizational structure and systems, leadership, motivation, effective communication, change management, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in criminal justice systems in our rapidly changing society.

**CJA 454** ........................................................................................................... 3 credits

**Criminal Justice Management Theory and Practice**

This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles and assessing the effectiveness of the activities of criminal justice organizations. Constitutional requirements, court decisions, and legislation (such as EEOC requirements) as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology, and purposes and formats of financial statements are introduced: depreciation of assets, capital budgeting, cash management, lease versus purchase, and inventory management.

**CJA 464** ........................................................................................................... 3 credits

**Criminal Justice Policy Analysis**

This course examines the history of federal- and state-level crime control initiatives and explores the development of effective anti-crime policies. The analysis of contemporary crime control policies is included.

**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 emphasis area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

**Course Descriptions for the Emphasis in Institutional Health Care**

**HCS 310** ........................................................................................................... 3 credits

**Health Care Delivery in the US**

This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.

**HCS 330** ........................................................................................................... 3 credits

**Introduction to Health and Disease Trends**

This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.
HCS 430....................................................................................3 credits
Legal Issues in Health Care: Regulation and Compliance
This course covers the broad range of topics affected by health law and regulation, ranging from patient rights to corporate responsibilities. Public and private health care regulatory agencies are examined as well their impact on the operation of health care as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.

HCS 455....................................................................................3 credits
Healthcare Policy: The Past and the Future
This course will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policymaking will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.

CJA 484.....................................................................................3 credits
Criminal Justice Administration Capstone
This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students’ selected emphasis area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

Course Descriptions for the Emphasis in Cybercrimes

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

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

BCC 402 ....................................................................................3 credits
Cybercrime and Role of Law Enforcement Security Personnel
This course explores the developments and changes in the role of law enforcement and security officials in their investigation of cybercrimes. Specific topics include: cybercrime forensics, obtaining search warrants for cybercrimes, jurisdictional issues in cybercrimes, law enforcement issues in cybercrimes, and personal and corporate security and the prevention of cybercrimes. Upon completion of this cybersecurity course, students will have new skills and knowledge that will aid their present or future organizations, and as leaders provide service to their communities.

BCC 403 ....................................................................................3 credits
Global Technology and Cybercrime
In this course, students will study how global technology is used to further cybercrime. Topics in this course include homeland security and cybertechnology, global technology, threats to the United States, preventing and fighting global technology crime, and the role of local and federal agencies in preventing and investigating global technology crimes. Students will also explore the future of law enforcement and security to prevent and fight global cybercrimes. The new skills and knowledge gained by the students will aid them in their current or future professional endeavors.

CJA 484.....................................................................................3 credits
Criminal Justice Administration Capstone
This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students’ selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

Course Descriptions for the Emphasis in Security

BSS 480......................................................................................3 credits
Risk Management Perception and Communication
In this course, students will explore different global and regional threats; integrate security decision concerns with antiterrorism resource allocation; examine the psychological perception of the risk of terrorism threats; evaluate security plans; and discuss the role of the media in regard to accuracy and timely reporting. The knowledge and skills developed in this course will help prepare students for service in local and global security environments.

BSS 481......................................................................................3 credits
Counterterrorism Intelligence and Analysis
This course explores developments and changes in the practice of security operations brought about from global and local terrorist threats to different organizations. Students in this course will study the typology and anatomy of terrorist operations; evaluate intelligence and information sharing in counterterrorism; examine counterterrorism analysis methods and global security tactics; discuss international ethical and legal issues in counterterrorism; and analyze technology issues in counterterrorism. The new skills and knowledge gained will add to the protection, safety, and security of our society.

BSS 482......................................................................................3 credits
Securing Critical Infrastructure and Cyberspace
This course explores the developments and changes in security operations to secure the critical infrastructure in both the public and private environments. Students will explore the critical infrastructure and interdependency; evaluate cybersecurity in post 9/11 global security; discuss the securing of human and property assets; develop proactive planning for protection of assets; and analyze border and transportation security issues. Upon completion of this security course, students will have new skills and knowledge that will aid them in their present or future organizations.

BSS 483......................................................................................3 credits
World View of Homeland Security
Students in this course will develop new skills to aid in the protec-
tion, safety, and security of our society. Students will examine public and private security collaboration in homeland security response; discuss the leadership task of controlling the human influence in homeland security; analyze and understand the political influence on idea development in homeland security; compare and contrast jurisdictional responsibilities of homeland security programs; and evaluate the goals, objectives, and assessment of homeland security measures.

CJA 484 ................................................................. 3 credits

Criminal Justice Administration Capstone

This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students' selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

Course Descriptions for the Emphasis in Human Services for Criminal Justice

CJHS 400 ........................................................................... 3 credits

Theory and Practice: Human Services in Criminal Justice

Students explore major theoretical areas in human services, including psychotherapeutic, behavioral, cognitive, multicultural, and systems theories. Students learn the foundational concepts associated with the major theories, approaches to change, and techniques and interventions used by practitioners. This course emphasizes the development of a personal theory and approach to human services within criminal justice. In addition, students analyze the practical applications of theory-based techniques that criminal justice and human services professionals use while working in the criminal justice system.

CJHS 410 ........................................................................... 3 credits

Mental Health and Crisis Interventions in Criminal Justice

Students learn about human services delivery, crisis intervention, and mental health services within the criminal justice system. Students explore the skills associated with crisis intervention and mental health services and how they are applied in the field. Strategies for providing services to various populations in the criminal justice system are also examined.

CJHS 420 ........................................................................... 3 credits

Case Management and Services Provided in Criminal Justice

This course covers principles, practices, and issues in case management. Students learn about the nature of diagnoses, basic interviewing skills, and how to identify treatment resources in the criminal justice system. Ethics and professional boundaries in case management are also examined.

CJHS 430 ........................................................................... 3 credits

Collaborative Services in Criminal Justice

This course examines the collaboration between human service professionals and those working in the criminal justice system. Students analyze the roles of mediator, advocate, and agency representatives to include forensic evaluation. Overcoming barriers to effective service delivery through the use of collaboration is also considered.

CJA 484 ........................................................................... 3 credits

Criminal Justice Administration Capstone

is capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students' selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

Bachelor of Science in Criminal Justice Administration

The following Bachelor of Science in Criminal Justice Administration (BSCJA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The mission of the Bachelor of Science in Criminal Justice Administration is to provide students with a strong foundation in criminal justice principles, concepts, and theories, as well as a practice orientation to justice administration. The degree offers a global perspective, as well as specific concentration areas of criminal justice services delivery. Students will receive core instruction in criminal justice as it is represented in the domains of police, courts, and corrections and then advance to concentrations related to specific areas of criminal justice within those domains.

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

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

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 field 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 interview, 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 Institutional Healthcare
The BSCJA Institutional Health Care concentration addresses the basic body of knowledge, understanding, and skills identified as relevant to criminal justice based health care services. This includes such areas as management, policy, legal and ethical parameters, health and disease factors, and health care service delivery. The reshaping of contemporary criminal justice health care requires workers to have a broad range of knowledge associated with the functions of health care in detention and correctional institutions, as well as various other areas represented in the greater criminal justice system.

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

HCS 310 ~ ................................................................. 3 credits
Health Care Delivery in the United States
HCS 330 ~ ................................................................. 3 credits
Introduction to Health and Disease
HCS 430 ~ ................................................................. 3 credits
Legal Issues in Health Care: Regulation and Compliance
HCS 455 ~ ................................................................. 3 credits
Health Care Policy: The Past and the Future
CJA 484 ~ ................................................................. 3 credits
Criminal Justice Administration Capstone

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

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

CIS 207 ~ ................................................................. 3 credits
Information System Fundamentals
BCC 401 ~ ................................................................. 3 credits
Cybercrimes in the 21st Century
BCC 402 ~ ................................................................. 3 credits
Concentration in Human Services for Criminal Justice

Study.

The BSCJA Human Services for Criminal Justice 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 criminal justice system that deal with terrorism, countering intelligence, and analysis. This concentration combines academic instruction in criminal justice and security practices to include; risk management, counterterrorism, critical infrastructure protection, and critical incident management. Students are prepared to provide services in a variety of private and public settings within the criminal justice domains of policing, the courts, corrections, and security.

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

CJHS 400 ~ ................................................................................. 3 credits
HIS 145 or POL 215 or equivalent transfer coursework
BSS 400 ~ ................................................................................. 3 credits
Risk Management Perception and Communication
CJA 484 ~ ................................................................................. 3 credits
Counterterrorism Intelligence and Analysis
BSS 481 ~ ................................................................................. 3 credits
Securing Critical Infrastructure and Cyberspace
BSS 482 ~ ................................................................................. 3 credits
World View of Homeland Security
CJA 484 ~ ................................................................................. 3 credits
Additional Admission Requirements for the BSCJA

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

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

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

Signed Criminal Conviction Prohibition Acknowledgement Form

General Education Requirements for the BSCJA

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

Communication Arts, 6 credits
Mathematics, 6 credits
Science and Technology, 6 credits

Must include at least three credits in physical or biological sciences

Humanities, 6 credits
Social Science, 6 credits

Additional Liberal Arts, 6 credits
Interdisciplinary Requirements, 18 credits

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

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 a minimum of 6 credits in lab science.

The lab science requirement may also be satisfied with any science transfer coursework with a lab component.

Humanities, 9 credits
Social Science, 9 credits

Must include HIS 145 or POL 215 or equivalent transfer coursework with US History or Government content.

Additional Liberal Arts, 6 credits
Interdisciplinary Requirements, 9 credits

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

**Degree Requirements for the BSCJA**

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 45 upper division credits.
  - A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
  - A minimum program grade point average (GPA) of 2.0.
- Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.
- Students will declare a concentration at the time of enrollment.
- The diploma awarded for this program will read as: Bachelor of Science in Criminal Justice Administration

**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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following:
  - First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
  - 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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

**Additional Residency Requirements and Course Waivers for the BSCJA**

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.

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

**Course Descriptions for the BSCJA**

**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.

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

**Introduction to Policy Theory and Practices**

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

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

**Introduction to Criminal Court Systems**

This course is an 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 courts at the state and federal levels.

CJA 234...................................................................................3 credits

**Introduction to Corrections**

This course is an introduction to the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history, the persons, agencies, and organizations that manage convicted offenders. Other topics that are covered include; policy and procedure, sentencing, probation, and rehabilitation of prisoners.

CJA 304...................................................................................3 credits
Interpersonal Communications
This course prepares the student to communicate effectively in both written and verbal form. It covers best practices in investigative reporting and interpersonal verbal communication with victims, suspects, and civilians, in a criminal justice setting. Emphasis is placed on practical application of the skills and theories introduced.
CJA 314 ................................................................. 3 credits

Criminology
Criminology is an introductory course in the study of crime and criminal behavior, focusing on the various theories of crime causation. This course highlights the causes of crime, criminal behavior systems, societal reaction to crime, and criminological methods of inquiry.
CJA 324 ................................................................. 3 credits

Ethics in Criminal Justice
This course explores the standards and codes of professional responsibility in criminal justice professions (e.g., Law Enforcement Code of Ethics, ABA Standards of Professional Responsibility, American Jail Association Code of Ethics for Jail Officers, and the American Correctional Association Code of Ethics). It also explores analysis and evaluation of ethical dilemmas, roles of professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures and civil liability in law enforcement and correctional environments.
CJA 334 ................................................................. 3 credits

Research Methods in Criminal Justice
Students learn and demonstrate knowledge of research methodology within the criminal justice system and become acquainted with the range and scope of quantitative and qualitative tools available to the criminal justice researcher.
CJA 344 ................................................................. 3 credits

Cultural Diversity Issues in Criminal Justice
This course offers a comprehensive, critical and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts and corrections environments.
CJA 354 ................................................................. 3 credits

Criminal Law
This is an introductory course in the study of criminal law, general legal principles, and how the criminal law functions in and affects modern society. This course highlights a variety of key topics, including the concept of crime and the development of criminal law, defenses to criminal charges, and a number of specific types of crimes, including personal crimes, property crimes, public order crimes, and offenses against public morality. Legal issues affecting punishment will also be discussed, as will the ways the criminal law impacts victims of crime.
CJA 364 ................................................................. 3 credits

Criminal Procedure
This course explores the basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth and Sixth Amendments, searches and seizures, interrogations and confessions, identifications, pre-trial and trial processes. In addition, the United States Constitution as interpreted by the U.S. Supreme Court is examined along with philosophical policy considerations.
Application of core knowledge is developed through simulation exercises and examination of homeland security issues.
CJA 374 ................................................................. 3 credits

Juvenile Justice Systems and Processes
This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.
CJA 384 ................................................................. 3 credits

Criminal Organizations
This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed to describe organized crime groups, and explores theories that have been advanced to explain the phenomenon. Major investigations of organized crime and legal strategies that have been developed to combat it are also considered.
CJA 394 ................................................................. 3 credits

Contemporary Issues and Futures in Criminal Justice
This course examines both the principle issues in contemporary criminal justice as well as the extrapolation of such issues toward possible futures within that criminal justice system. Students will focus upon relevant research in policing, courts, and corrections that reflects key elements of current conditions and what may be expected in the years to come. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of criminal justice administration.
COMM 215 .......................................................... 3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.
GEN 101 .............................................................. 3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.
GEN 300 .............................................................. 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is
**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

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

**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 graduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students' selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.  
CJA 444 ........................................................................3 credits

**Case Descriptions for the Concentration in 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 dis-
Discussion. 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 will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policymaking will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.

CJA 484 .................................................................................... 3 credits

Criminal Justice Administration Capstone
This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students' selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

Course Descriptions for the Concentration in Cybercrimes
CIS 207 ..................................................................................... 3 credits

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

BCC 401 ..................................................................................... 3 credits

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

BCC 402 ..................................................................................... 3 credits

Cybercrime and Role of Law Enforcement Security Personnel
This course explores the developments and changes in the role of law enforcement and security officials in their investigation of cybercrimes. Specific topics include: cybercrime forensics, obtaining search warrants for cybercrimes, jurisdictional issues in cybercrimes, law enforcement issues in cybercrimes, and personal and corporate security and the prevention of cybercrimes. Upon completion of this cybersecurity course, students will have new skills and knowledge that will aid their present or future organizations, and as leaders provide service to their communities.

BCC 403 ..................................................................................... 3 credits

Global Technology and Cybercrime
In this course, students will study how global technology is used to further cybercrime. Topics in this course include homeland security and cybertechnology, global technology, threats to the United States, preventing and fighting global technology crime, and the role of local and federal agencies in preventing and investigating global technology crimes. Students will also explore the future of law enforcement and security to prevent and fight global cybercrimes. The new skills and knowledge gained by the students will
aid them in their current or future professional endeavors.

CJA 484 ........................................................................................................3 credits

Criminal Justice Administration Capstone

This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students’ selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

Course Descriptions for the Concentration in Security

Risk Management Perception and Communication

In this course, students will explore different global and regional threats; integrate security decision concerns with antiterrorism resource allocation; examine the psychological perception of the risk of terrorism threats; evaluate security plans; and discuss the role of the media in regard to accuracy and timely reporting. The knowledge and skills developed in this course will help prepare students for service in local and global security environments.

BSS 481 ........................................................................................................3 credits

Counterterrorism Intelligence and Analysis

This course explores developments and changes in the practice of security operations brought about from global and local terrorist threats to different organizations. Students in this course will study the typology and anatomy of terrorist operations; evaluate intelligence and information sharing in counterterrorism; examine counterterrorism analysis methods and global security tactics; discuss international ethical and legal issues in counterterrorism; and analyze technology issues in counterterrorism. The new skills and knowledge gained will add to the protection, safety, and security of our society.

BSS 482 ........................................................................................................3 credits

Securing Critical Infrastructure and Cyberspace

This course explores the developments and changes in security operations to secure the critical infrastructure in both the public and private environments. Students will explore the critical infrastructure and interdependency; evaluate cybersecurity in post 9/11 global security; discuss the securing of human and property assets; develop proactive planning for protection of assets; and analyze border and transportation security issues. Upon completion of this security course, students will have new skills and knowledge that will aid them in their present or future organizations.

BSS 483 ........................................................................................................3 credits

World View of Homeland Security

Students in this course will develop new skills to aid in the protection, safety, and security of our society. Students will examine public and private security collaboration in homeland security response; discuss the leadership task of controlling the human influence in homeland security; analyze and understand the political influence on development in homeland security; compare and contrast jurisdictional responsibilities of homeland security programs; and evaluate the goals, objectives, and assessment of homeland security measures.

CJA 484 ........................................................................................................3 credits

Criminal Justice Administration Capstone

This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students’ selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

Course Descriptions for the Concentration in Human Services for Criminal Justice

CJHS 400 ......................................................................................................3 credits

Theory and Practice: Human Services in Criminal Justice

Students explore major theoretical areas in human services, including psychotherapeutic, behavioral, cognitive, multicultural, and systems theories. Students learn the foundational concepts associated with the major theories, approaches to change, and techniques and interventions used by practitioners. This course emphasizes the development of a personal theory and approach to human services within criminal justice. In addition, students analyze the practical applications of theory-based techniques that criminal justice and human services professionals use while working in the criminal justice system.

CJHS 410 ......................................................................................................3 credits

Mental Health and Crisis Interventions in Criminal Justice

Students learn about human services delivery, crisis intervention, and mental health services within the criminal justice system. Students explore the skills associated with crisis intervention and mental health services and how they are applied in the field. Strategies for providing services to various populations in the criminal justice system also are examined.

CJHS 420 ......................................................................................................3 credits

Case Management and Services Provided in Criminal Justice

This course covers principles, practices, and issues in case management. Students learn about the nature of diagnoses, basic interviewing skills, and how to identify treatment resources in the criminal justice system. Ethics and professional boundaries in case management are also examined.

CJHS 430 ......................................................................................................3 credits

Collaborative Services in Criminal Justice

This course examines the collaboration between human service professionals and those working in the criminal justice system. Students analyze the roles of mediator, advocate, and agency representatives to include forensic evaluation. Overcoming barriers to effective service delivery through the use of collaboration is also considered.

CJA 484 ......................................................................................................3 credits
**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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COLLEGE OF SOCIAL SCIENCES

The College of Social Sciences offers undergraduate and graduate degree programs in a number of diverse academic areas including counseling, psychology, and human services. In addition, the college offers a certificate program in mediation. The College provides innovative educational programs designed to enhance the core knowledge, skills and values essential for students seeking to achieve their academic goals in the field of social sciences. These programs are developed and taught by skilled practitioners who work in their respective fields. Through individual and collaborative work, students can acquire the knowledge and skills needed in today’s working environment.

Associate of Arts in Psychology

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

The Associate of Arts Degree in Psychology includes courses in positive psychology, theories of personality, human sexuality, diversity, psychological disorders, social dynamics and the physiological and neurological bases of human behavior. In this program, students will analyze the interrelationship among leading psychological theories and evaluate how these theories differentially define and explain variations in human behavior. Students will be introduced to the research process and challenged to critically evaluate research results, theories, models, and concepts across a wide range of topics in the field of Psychology. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aapsy.

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

Concentration in Psychology - Track A

- PSY 202 ~ Foundations of Psychology
- PSY 230 ~ Theories of Personality: I Think, Therefore Who Am I?
- PSY 240 ~ The Brain, the Body, & Mind: All Together Now
- PSY 265 ~ Psychology of Human Sexuality: What Turns You on and Why?
- PSY 270 ~ Abnormal Psychology: Abuse, Addiction & Other Disorders

Concentration in Psychology - Track B

- PSY 201 ~ Foundations of Psychology
- PSY 220 ~ Positive Psychology: What’s Right With Me
- PSY 230 ~ Theories of Personality: I Think, Therefore Who Am I?
- PSY 240 ~ The Brain, the Body, & Mind: All Together Now
- PSY 265 ~ Psychology of Human Sexuality: What Turns You on and Why?
- PSY 270 ~ Abnormal Psychology: Abuse, Addiction & Other Disorders

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

General Education Requirements for the AAPSY

- Communication Arts Requirement 6 credits
- (A Track must include: COM 150 and COM 220)
- (B Track must include: COM 155 and COM 156)
- Mathematics Requirement 6 credits
- Science & Technology Requirement 6 credits
- (A Track must include: 3 credits in the physical or biological sciences)
- (B Track must include: SCI 162)
- Social Science Requirement 6 credits
- (A Track must include: ETH 125)
- (B Track must include: PSY 201 and ETH 125)
- Humanities Requirement 6 credits
- (A Track must include: CRT 205)
- (B Track must include: HUM 111)
- Additional Liberal Arts Requirement 3 credits
- (A Track must include: GEN 105)
- (B Track must include: US 101)
- Interdisciplinary Requirement 9 credits
- (B Track must include: FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. 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.
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for AAPSY
The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- 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.
- Concentrations are reflected on the transcript only and will not appear on the diploma. 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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- 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.

Additional Residency Requirements and Course Waivers for the AAPSY
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.

Course Descriptions for the AAPSY - Track A

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

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

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

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

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

Course Descriptions for the AAPSY - Track B

PSY 202 ................................................................. 3 credits
Foundations of Psychology
This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on
personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 230 ............................................................................................ 3 credits

Theories of Personality: I Think, Therefore Who Am I?
What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight into the question of the self. Psychoanalytic, social, behavioral traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.

PSY 240 ............................................................................................ 3 credits

The Brain, the Body, and the Mind: All Together Now
This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.

PSY 265 ............................................................................................ 3 credits

Psychology of Human Sexuality: What Turns You On and Why?
This course is a comprehensive view of the psychosocial and physiological aspects of sexual health in our contemporary society. The student will have opportunities to explore numerous relevant topics including love, intimacy, and relationships; sex and marketing; sexual diseases; sexual abuse; gender identity and sex roles; and socio-cultural influences and values in decision making. The course is designed for the student to understand attitudes and behaviors as they relate to sexual well-being and integrity.

PSY 270 ............................................................................................ 3 credits

Abnormal Psychology: Abuse, Addiction, and Other Disorders
This course introduces the study of major psychological disorders as defined in the DSM-IV-TR, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.

Course Descriptions for the AAPSY - Track B

PSY 201 ............................................................................................ 3 credits

Foundations of Psychology
This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 220 ............................................................................................ 3 credits

Positive Psychology: What’s Right With Me
How much control does a person have over his or her thoughts, feelings, and behaviors? What does it mean to be “free”? PSY 220 offers students a contemporary and relevant approach to the study of psychology and the opportunity to learn more about themselves in the process. In this course, students evaluate, understand, and build on their psychological strengths and those of others.

PSY 230 ............................................................................................ 3 credits

Theories of Personality: I Think, Therefore Who Am I?
What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight into the question of the self. Psychoanalytic, social, behavioral traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.

PSY 240 ............................................................................................ 3 credits

The Brain, the Body, and the Mind: All Together Now
This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.

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.

Associate of Arts in Psychology (Maryland-Online)

The following Associate of Arts/Emphasis in Psychology (AAPSY) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree with an emphasis in Psychology includes courses in positive psychology, theories of personality, human sexuality, diversity, psychological disorders, social dynamics and the physiological and neurological bases of human behavior. In this program, students will analyze the interrelationship among leading psychological theories and evaluate how these theories differentially define and explain variations in human behavior. Students will be introduced to the research process and challenged to critically evaluate research results, theories, models, and concepts across a wide range of topics in the field of Psychology.

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

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

**Emphasis in Psychology - Track A**

PSY 202 ~ ..................................................................................3 credits
Foundations of Psychology

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

PSY 240 ~ ..................................................................................3 credits
The Brain, the Body, & Mind: All Together Now

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

PSY 270 ~ ..................................................................................3 credits
Abnormal Psychology: Abuse, Addiction & Other Disorders

**Emphasis in Psychology - Track B**

PSY 201 ..................................................................................3 credits
Foundations of Psychology

PSY 220 ..................................................................................3 credits
Positive Psychology: What’s Right With Me

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

PSY 240 ~ ..................................................................................3 credits
The Brain, the Body, & Mind: All Together Now

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

PSY 270 ~ ..................................................................................3 credits
Abnormal Psychology: Abuse, Addiction & Other Disorders

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

**Additional Admission Requirements for AAPSY**

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

**General Education Requirements for the AAPSY**

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

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

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.

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

**Degree Requirements for AAPSY**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- 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.
- Emphases are reflected on the transcript only and will not appear on the diploma. 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.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

Additional Residency Requirements and Course Waivers for the AAPSY
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.

Course Descriptions for the AAPSY

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

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

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

Critical Thinking
CRT 205 ................................................................................... 3 credits
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
GEN 105 ................................................................................... 3 credits
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.

Additional Residency Requirements and Course Waivers for the AAPSY
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.

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 on 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 trait, 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 255 ................................................................................... 3 credits
Psychology of Human Sexuality: What Turns You On and Why?
This course is designed for the student to understand attitudes and behaviors as they relate to sexual well-being and integrity.

PSY 270 ................................................................................... 3 credits
Abnormal Psychology: Abuse, Addiction, and Other Disorders
This course introduces the study of major psychological disorders as defined in the DSM-IV-TR, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.

Course Descriptions for the AAPSY - Track B

PSY 201 ................................................................................... 3 credits
Foundations of Psychology
This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on
personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 220 .................................................................................................................. 3 credits

Positive Psychology: What's Right With Me

How much control does a person have over his or her thoughts, feelings, and behaviors? What does it mean to be “free”? PSY 220 offers students a contemporary and relevant approach to the study of psychology and the opportunity to learn more about themselves in the process. In this course, students evaluate, understand, and build on their psychological strengths and those of others.

PSY 230 .................................................................................................................. 3 credits

Theories of Personality: I Think, Therefore Who Am I?

What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight in to the question of the self. Psychoanalytic, social, behavioral traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.

PSY 240 .................................................................................................................. 3 credits

The Brain, the Body, and the Mind: All Together Now

This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.

PSY 265 ~ .............................................................................................................. 3 credits

Psychology of Human Sexuality: What Turns You on and Why?

This course is a comprehensive view of the psychosocial and psychological 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.

Associate of Arts in Psychology (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Psychology (AAPSY) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state.

Please contact your enrollment advisor for more information.

The Associate of Arts Degree in Psychology includes courses in positive psychology, theories of personality, human sexuality, diversity, psychological disorders, social dynamics and the physiological and neurological bases of human behavior. In this program, students will analyze the interrelationship among leading psychological theories and evaluate how these theories differentially define and explain variations in human behavior. Students will be introduced to the research process and challenged to critically evaluate research results, theories, models, and concepts across a wide range of topics in the field of Psychology.

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

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

Concentration in Psychology - Track A

PSY 202 ~ .............................................................................................................. 3 credits

Foundations of Psychology

PSY 220 ~ .............................................................................................................. 3 credits

Positive Psychology: What’s Right With Me

PSY 230 ~ .............................................................................................................. 3 credits

Theories of Personality: I Think, Therefore Who Am I?

PSY 240 ~ .............................................................................................................. 3 credits

The Brain, the Body, & Mind: All Together Now

PSY 265 ~ .............................................................................................................. 3 credits

Psychology of Human Sexuality: What Turns You on and Why?

Concentration in Psychology - Track B

PSY 201 .................................................................................................................. 3 credits

Foundations of Psychology

PSY 220 ~ .............................................................................................................. 3 credits

Positive Psychology: What’s Right With Me

PSY 230 ~ .............................................................................................................. 3 credits

Theories of Personality: I Think, Therefore Who Am I?

PSY 240 ~ .............................................................................................................. 3 credits

The Brain, the Body, & Mind: All Together Now

PSY 265 ~ .............................................................................................................. 3 credits

Psychology of Human Sexuality: What Turns You on and Why?

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, or completion of the HiSET examination with a passing score.

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
The lab science 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: SCI 162)
Must include: HIS 135
HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

The Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)

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

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 who reside in Arkansas are required to complete a minimum of 6 credits in Lab Sciences. Students who complete BIO100 to fulfill the requirement may be required to complete more than 60 credits to fulfill all requirements for the degree program.

General Education Requirements for the AAPSY for Minnesota Students

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

Mathematics Requirement 6 credits
Science & Technology Requirement 9 credits
(A 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)

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

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.

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

Degree Requirements for the AAPSY

The degree requirements for this program are the following:

• Completion of a minimum of 60 credits.
• 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.
• Concentrations are reflected on the transcript only and will not appear on the diploma. 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.
• All 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,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• 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.

Additional Residency Requirements and Course Waivers for
the AAPSY

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.

Course Descriptions for the AAPSY

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

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

MAT 219 ...................................................................................3 credits
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, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

HIS 135 .....................................................................................3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.

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

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

Course Descriptions for the AAPSY - Track A

PSY 202 ....................................................................................3 credits
Foundations of Psychology
This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality, thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 220 ....................................................................................3 credits
Positive Psychology: What's Right With Me
How much control does a person have over his or her thoughts, feelings, and behaviors? What does it mean to be “free”? PSY 220 offers students a contemporary and relevant approach to the study of psychology and the opportunity to learn more about themselves in the process. In this course, students evaluate, understand, and build on their psychological strengths and those of others.
PSY 230: Theories of Personality: I Think, Therefore Who Am I? 3 credits
What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight in to the question of the self. Psychoanalytic, social, behavioral traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.

PSY 240: The Brain, the Body, and the Mind: All Together Now 3 credits
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.

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

FSC 201: Foundations of Psychology 3 credits
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.

FSC 220: Positive Psychology: What's Right With Me 3 credits
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.

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

FSC 240: The Brain, the Body, and the Mind: All Together Now 3 credits
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.

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.

The following Associate of Arts/Concentration in Human Services Management program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Human Services Management concentration focuses on providing a solid foundation for future workers in the industry. Some of the content is focused in the areas of human services organizations, roles of human services workers, public policy, multicultural practices, information technology, financial management, and regulatory and ethical issues. Some of the activities included in the concentration are creating care plans, developing alternative funding strategies, and determining the characteristics of good human services management.

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

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

Concentration in Human Services Management - Track A and B

HSM 210: Human Services in the United States 3 credits
HSM 220: Human Services Administration: So You Want to Help People 3 credits
HSM 230: Ethical Issues in Human Services Organizations 3 credits
HSM 240: Public Policy Development in Human Services 3 credits
HSM 260: Financial Management for Human Service Managers 3 credits
HSM 270: Program Planning and Grant Proposal Writing in Human Services 3 credits
University of Phoenix, 2013-2014

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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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)
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for AAHSM
- The degree requirements for this program are the following:
  - Completion of a minimum of 60 credits.
  - 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.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  - Associate of Arts

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.
- All 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,
    - National Testing Programs, and
    - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- 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
- 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.

Additional Residency Requirements and Course Waivers for the AAHSM

Course Descriptions for the AAHSM

Human Services in the United States
This course is a foundation for studies of human services in the United States. It provides an overview of the evolution of American human services delivery systems, including historical perspectives, as well as current and future trends. It covers the role of
human services workers, how needs are determined and met, and factors that affect the delivery of services such as theoretical perspectives, social policies, and government regulations. Community advocacy, prevention techniques, contemporary issues, and careers in the human services industry are also examined.

HSM 220................................................................................... 3 credits

Human Services Administration: So You Want to Help People
This course discusses the roles and responsibilities of administrators in human services organizations. It covers recent studies related to the changing contexts of human services delivery, leadership, organizational culture, human resource management, financial management, strategic planning, working with boards, marketing and public relations, social entrepreneurship, partnership, and collaboration.

HSM 230................................................................................... 3 credits

Ethical Issues in Human Services Organizations
HSM 230 explores the legal and ethical environments of human service organizations. Students consider tools and traditions for ethical decision-making, the role of the leader, and the role of organizational culture in sustaining a moral vision, and the design of and need for legal and ethical oversight. Students analyze current ethical and legal dilemmas and controversies through case studies and debate.

HSM 240................................................................................... 3 credits

Public Policy Development in Human Services
This course focuses on the formation and execution of public policy and programs by government and private organizations within human services. Emphasis is placed on evaluative and analytical approaches for determining positive and negative characteristics of policies and programs. Students will learn to analyze and critique organizations and the policies and programs within those organizations.

HSM 260................................................................................... 3 credits

Financial Management for Human Service Managers
This course focuses on the conceptual understanding and practice of financial management as it applies to human service agencies. Students complete the course with a better understanding of basic accounting concepts, budgets and budgeting systems, and how to create performance measures, and the ability to analyze financial statements for the purpose of cost analysis and forecasting. Aspects of setting fees, funding and risk management are also covered.

HSM 270................................................................................... 3 credits

Program Planning and Grant Proposal Writing in Human Services
This course provides practical knowledge in program planning, grant proposal writing, and program evaluation. Students will examine the planning process from conceptualization to implementation and evaluation. Also discussed is how to locate private and public funding for human service programs and agencies.

COM 150 ................................................................................. 3 credits

Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agree-

ment, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ................................................................................... 3 credits

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

ETH 125 ................................................................................... 3 credits

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

CRT 205 ................................................................................... 3 credits

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

GEN 105 ................................................................................... 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Emphasis in Human Services Management (Maryland-Online)

The following Associate of Arts/Emphasis in Human Services Management (AAHSM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Human Services Management emphasis focuses on providing a solid foundation for future workers in the industry. Some of the content is focused in the areas of human services organizations, roles of human services workers, public policy, multicultural practices, information technology, financial management, and regulatory and ethical issues. Some of the activities included in the emphasis are: creating care plans, developing alternative funding strategies, and determining the characteristics of good human services management.
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aahsm.

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

**Emphasis in Human Services Management**

**Track A and B**
- HSM 210 -..................................................................................3 credits
- Human Services in the United States
- HSM 220 -..................................................................................3 credits
- Human Services Administration: So You Want to Help People
- HSM 230 -..................................................................................3 credits
- Ethical Issues in Human Services Organizations
- HSM 240 -..................................................................................3 credits
- Public Policy Development in Human Services
- HSM 260 -..................................................................................3 credits
- Financial Management for Human Service Managers
- HSM 270 -..................................................................................3 credits
- Program Planning and Grant Proposal Writing in Human Services

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

**Additional Admission Requirements for AAHSM**

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited by a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

**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)
- All undergraduate students are required to complete the minimum general education credits required by their program version. 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
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Degree Requirements for AAHSM**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- 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.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  *Associate of Arts*

**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.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- 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.

**Additional Residency Requirements and Course Waivers for the AAHSM**

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.

Course Descriptions for the AAHSM

HSM 210................................................................. 3 credits
Human Services in the United States
This course is a foundation for studies of human services in the United States. It provides an overview of the evolution of American human services delivery systems, including historical perspectives, as well as current and future trends. It covers the role of human services workers, how needs are determined and met, and factors that affect the delivery of services such as theoretical perspectives, social policies, and government regulations. Community advocacy, prevention techniques, contemporary issues, and careers in the human services industry are also examined.

HSM 220................................................................. 3 credits
HUMAN SERVICES ADMINISTRATION: SO YOU WANT TO HELP PEOPLE
This course discusses the roles and responsibilities of administrators in human services organizations. It covers recent studies related to the changing contexts of human services delivery, leadership, organizational culture, human resource management, financial management, strategic planning, working with boards, marketing and public relations, social entrepreneurship, partnership, and collaboration.

HSM 230................................................................. 3 credits
Ethical Issues in Human Services Organizations
HSM 230 explores the legal and ethical environments of human service organizations. Students consider tools and traditions for ethical decision-making, the role of the leader, and the role of organizational culture in sustaining a moral vision, and the design of and need for legal and ethical oversight. Students analyze current ethical and legal dilemmas and controversies through case studies and debate.

HSM 240................................................................. 3 credits
Public Policy Development in Human Services
This course focuses on the formation and execution of public policy and programs by government and private organizations within human services. Emphasis is placed on evaluative and analytical approaches for determining positive and negative characteristics of policies and programs. Students will learn to analyze and critique organizations and the policies and programs within those organizations.

HSM 260................................................................. 3 credits
Financial Management for Human Service Managers
This course focuses on the conceptual understanding and practice of financial management as it applies to human service agencies. Students complete the course with a better understanding of basic accounting concepts, budgets and budgeting systems, and how to create performance measures, and the ability to analyze financial statements for the purpose of cost analysis and forecasting. Aspects of setting fees, funding and risk management are also covered.

HSM 270................................................................. 3 credits
Program Planning and Grant Proposal Writing in Human Services
This course provides practical knowledge in program planning, grant proposal writing, and program evaluation. Students will examine the planning process from conceptualization to implementation and evaluation. Also discussed is how to locate private and public funding for human service programs and agencies.

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

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

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

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

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

Associate of Arts/Concentration in Human Services Management (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Human Services Management (AAHSM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students 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 Human Services Management concentration focuses on pro-
vouching for a solid foundation for future workers in the industry. Some of the content is focused in the areas of human services organizations, roles of human services workers, public policy, multicultural practices, information technology, financial management, and regulatory and ethical issues. Some of the activities included in the concentration are creating care plans, developing alternative funding strategies, and determining the characteristics of good human services management.

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

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

### Concentration in Human Services Management -

**Track A and B**

- HSM 210 ~ ................................................................. 3 credits
- Human Services in the United States
- HSM 220 ~ ................................................................. 3 credits
- Human Services Administration: So You Want to Help People
- HSM 230 ~ ................................................................. 3 credits
- Ethical Issues in Human Services Organizations
- HSM 240 ~ ................................................................. 3 credits
- Public Policy Development in Human Services
- HSM 260 ~ ................................................................. 3 credits
- Financial Management for Human Service Managers

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

### Additional Admission Requirements for AAHSM

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

### General Education Requirements for the AAHSM for Minnesota Students

- Communication Arts Requirement 6 credits
  (A Track must include: COM 150 and COM 220)
  (B Track must include: COM 155 and COM 156)
- Mathematics Requirement 6 credits
  (A Track must include: SCI 162)
- Science & Technology Requirement 9 credits
  (B Track must include: MAT 219 and MAT 220)
  (A Track must include: MAT 220)
- Social Science Requirement 9 credits
  (A Track must include: CRT 205)
  (B Track must include: HUM 111)
- Humanities Requirement 9 credits
  (A Track must include: GEN 105)
  (B Track must include: US 101 and FP 101)
- Additional Liberal Arts Requirement 6 credits
  (A Track must include: GEN 105)
  (B Track must include: HUM 111)

### General Education Requirements for the AAHSM for Arkansas Students

- Communication Arts Requirement 6 credits
  (A Track must include: COM 150 and COM 220)
  (B Track must include: COM 155 and COM 156)
- Mathematics Requirement 6 credits
  (A Track must include: SCI 162)
- Science & Technology Requirement 9 credits
  (B Track must include: MAT 219 and MAT 220)
  (A Track must include: MAT 220)
- Social Science Requirement 9 credits
  (A Track must include: CRT 205)
  (B Track must include: HUM 111)
- Humanities Requirement 9 credits
  (A Track must include: GEN 105)
  (B Track must include: US 101 and FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. 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 degrees. 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 who reside in Arkansas are required to complete a minimum of 6 credits in Lab Sciences. Students who complete BIO 100 to fulfill the requirement may be required to complete more than 60 credits to fulfill all requirements for the degree program.

### Degree Requirements for the AAHSM

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
• 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.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

**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.
• All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
  - The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• 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.

### Additional Residency Requirements and Course Waivers for the AAHSM

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.

**Course Descriptions for the AAHSM**

**HSM 210**

**HSM 220**

**HSM 230**

**HSM 240**

**HSM 250**

**HSM 260**

**COM 150**

**COM 220**

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**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**

**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**

**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**

**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**

**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**

**Effective Essay Writing**

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

**COM 220**
Research Writing
Students focus on gathering research, evaluating and documenting perspectives to analyze contemporary issues. 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.
ETH 125 ................................................................. 3 credits

Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.
BIO 100 ................................................................. 4 credits

Introduction to Life Science
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.
CHM 109 ................................................................. 3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.
HIS 135 ................................................................. 3 credits

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

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.
GEN 105 ................................................................. 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Bachelor of Science in Psychology

The following Bachelor of Science in Psychology (BS/P) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Psychology program provides students with a strong foundation in general psychology. Students will gain insight into the cognitive and affective processes that underlie the individual human experience through an analysis of a variety of theoretical approaches related to human development and behavior. The courses in this program do not have a clinical emphasis and do not lead to professional licensure; instead, they are designed to provide supervisors, managers and other professionals with greater skills in critical thinking, communication, collaboration, and information utilization through the enhanced understanding of human psychology.
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bs-p.

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

GEN 300 ................................................................. 3 credits
Skills for Professional Development
PSY 300 ~ ................................................................. 3 credits
General Psychology
PSY 310 ~ ................................................................. 3 credits
History and Systems in Psychology
PSY 355 ~ ................................................................. 3 credits
Motivational Processes in Human Psychology
PSY 315 ~ ................................................................. 3 credits
Statistical Reasoning in Psychology
PSY 340 ~ 3 credits
Biological Foundations in Psychology
PSY 360 ~ 3 credits
Cognitive Psychology
PSY 375 ~ 3 credits
Life Span Human Development
PSY 390 ~ 3 credits
Learning and Cognition
PSY 400 ~ 3 credits
Social Psychology
PSY 405 ~ 3 credits
Theories of Personality
PSY 410 ~ 3 credits
Abnormal Psychology
PSY 435 ~ 3 credits
Industrial/Organizational Psychology
PSY 450 ~ 3 credits
Diversity and Cultural Factors in Psychology
PSY 460 ~ 3 credits
Environmental Psychology
PSY 475 ~ 3 credits
Psychological Tests and Measurements
PSY 480 ~ 3 credits
Elements of Clinical Psychology
PSY 490 ~ 3 credits
Capstone Course in Psychology
The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the BS/P**

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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.
- ACE evaluated Military credits.
- National Testing Programs, and
- University of Phoenix Prior Learning Assessment,

- Regionally or nationally accredited coursework (C- or higher grade),
- University of Phoenix coursework,

**Degree Completion Requirements for the BS/P**

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 51 upper division credits.
  - All students must meet the General Education areas approved by the university.
  - A minimum grade point average (GPA) of 2.0.
  - All students must complete the minimum number of credits required by their degree program.

**General Education Requirements for the BS/P**

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

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

Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance.

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

**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.

Humansities Requirement(s) 9 credits
Mathematics Requirement(s) 6 credits
Must include MTH 220.

Science & Technology Requirement(s) 9 credits
Must include a minimum of 6 credits in lab science 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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. If it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
• A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
• Students may not complete any of the First-Year Sequence courses via Directed Study.
• Students who 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 may not be approved nationally accredited transferable coursework.
• Students in this program may waive a maximum of 24 credits from the Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.

Additional Residency Requirements and Course Waivers for the BS/P
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 nationally accredited transferable coursework.

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

Course Descriptions for the BS/P

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 in 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

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

Biological Foundations in Psychology
This course is designed to expose you to the underlying physiological mechanisms of behavior. Psychological 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

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

GEN 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 may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The BSHS program curriculum at University of Phoenix employs an interdisciplinary approach for assimilating theory, knowledge, skills and core competencies of today’s human service professional. The conceptual framework of the program draws from a range of human service domains such as counseling, biopsychosocial development, human systems and social change, social work, psychology, and management theories. The program is designed with experiential components, integrated within the academic foundation, to provide students with experience as service providers in a range of human service settings in both private and public sectors. The Human Services program’s interdisciplinary design builds core skills and competencies based on established methods for delivering a variety of direct service roles in the wide-ranging field of human services. In addition to completing core curriculum courses, students must declare and complete courses in an area of concentration selected from the following: 1) Management, 2) Addictions, 3) Family and Child Services, 4) Gerontology. Upon graduation from the program students will be qualified for Registry as Mental Health Facilitators with the National Board for Certified Counselors-International and prepared academically to sit for the Human Services Board Certified Practitioner examination administered by the Center for Credentialing and 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/bshs.

Required Course of Study for the BSHS
Courses requiring prerequisites are identified by a ~ symbol following the course number.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BSHS 305</td>
<td>Historical Development of Human Services: An Introduction</td>
<td>3 credits</td>
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<tr>
<td>BSHS 325</td>
<td>Family Violence Across the Lifespan: A Multi-Strata Problem</td>
<td>3 credits</td>
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<tr>
<td>BSHS 335</td>
<td>Human Systems and Development</td>
<td>3 credits</td>
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<tr>
<td>BSHS 345</td>
<td>Ethics and Values for Human Service Professionals</td>
<td>3 credits</td>
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<tr>
<td>BSHS 346</td>
<td>Diversity and Special Populations</td>
<td>3 credits</td>
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<tr>
<td>BSHS 355</td>
<td>Delivery of Human Services: Theory and Practice</td>
<td>3 credits</td>
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<tr>
<td>BSHS 375</td>
<td>Information Management Systems &amp; Technology in Human Services</td>
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<tr>
<td>BSHS 415</td>
<td>Field Experience I</td>
<td>3 credits</td>
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<tr>
<td>BSHS 425</td>
<td>Administration &amp; Management of Human Service Programs</td>
<td>3 credits</td>
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<tr>
<td>BSHS 435</td>
<td>Research &amp; Statistics in Human Services</td>
<td>3 credits</td>
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<tr>
<td>BSHS 445</td>
<td>A Survey of Crisis and Mental Health Issues and Interventions</td>
<td>3 credits</td>
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<tr>
<td>BSHS 455</td>
<td>Working With Addictions</td>
<td>3 credits</td>
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<tr>
<td>BSHS 465</td>
<td>Professional Development and Identity</td>
<td>3 credits</td>
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<tr>
<td>BSHS 475</td>
<td>Field Experience II</td>
<td>3 credits</td>
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<tr>
<td>BSHS 485</td>
<td>Capstone: Advocacy and Creating Social Change</td>
<td>3 credits</td>
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Concentration in Addictions

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<tr>
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<tbody>
<tr>
<td>BSHS 456</td>
<td>Addiction Interventions for Human Service Workers</td>
<td>3 credits</td>
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<tr>
<td>BSHS 457</td>
<td>Codependence &amp; Working with Families</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSHS 458</td>
<td>Action Planning, Relapse Prevention &amp; Aftercare</td>
<td>3 credits</td>
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Concentration in Family and Child Services

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BSHS 406</td>
<td>Family and Social Systems: Contemporary Trends and Issues</td>
<td>3 credits</td>
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<tr>
<td>BSHS 407</td>
<td>Family Violence Across the Lifespan: A Multi-Strata Problem</td>
<td>3 credits</td>
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<td>BSHS 408</td>
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<td>3 credits</td>
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Concentration in Gerontology
- BSHS 437 ~ ................................................................. 3 credits

Social Systems and Aging
- BSHS 438 ~ ................................................................. 3 credits

Care for Aging Populations
- BSHS 439 ~ ................................................................. 3 credits

Grief, Loss and End of Life Issues
- BSHS 426 ~ ................................................................. 3 credits

Human Services Management: Theory & Practice
- BSHS 427 ~ ................................................................. 3 credits

Critical Thinking Skills in Management Decision Making
- BSHS 428 ~ ................................................................. 3 credits

Human Services Program Design & Proposal Writing

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

Additional Admission Requirements for the BSHS

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- No work experience and/or current employment is required for this program.

Degree Requirements for the BSHS

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 60 upper division credits.
  - A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.0.
- Students will declare a concentration at the time of enrollment.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Bachelor of Science in Human Services

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.

- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.

Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must enroll in the first course as outlined in the Required Course of Study for this program (BSHS 305) and are not required to enroll in the First-Year Sequence.

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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

General Education Requirements for the BSHS

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

Communication Arts, 6 credits
(A Track must include: COMM 215, equivalent or higher)
(B Track must include: COMM 170 and COMM 172)

Mathematics, 6 credits
Must include MTH 209 or higher

Science and Technology, 6 credits
(B Track must include: SCI 163)
Must include at least three credits in physical or biological sciences

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

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

Additional Liberal Arts, 6 credits
(B Track must include: GEN 195)

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

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

Additional Residency Requirements and Course Waivers for the BSHS

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. The following courses in the Required Course of Study may not be waived: BSHS 305, BSHS 415, BSHS 415O, BSHS 475, BSHS 485.

Field Experience for the BSHS

The BSHS programs include two field experience courses: BSHS 415 and BSHS 475. Each field experience course is 15 weeks in length. These courses require at least 175 hours of field experience, or an average of 12 hours per week committed to a community human services placement site. Weekly seminars (2 hours per week) are provided to offer support and supervision of the student activities during their field experience.

Course Descriptions for the BSHS

BSHS 305 ................................................................. 3 credits

Historical Development of Human Services: An Introduction

In this course students will learn the historical roots of human services and the creation of the human services profession. An investigation of current and historical legislation and how legislation is influenced by public and private attitudes provides a foundational understanding of basic human services ideology. A deep exploration of economic and governance systems affecting service delivery serves to develop essential skills for understanding and interpreting historical dynamics related to advocacy and social change initiatives in human services. Analysis of historical data and exposure to the range of political perspectives facilitates a general introduction and integration to the overall experience of the human service worker’s investment in the multidimensional field. Students will complete Module 1 of the MHF training.

BSHS 325 ................................................................. 3 credits

Human Systems and Development

Students will demonstrate a basic understanding of human development across the lifespan and of systems for meeting fundamental human needs. The course provides perspectives on individual roles in families, groups, and interpersonal relationships in communities, society, and organizations. Essential coursework components of human systems and development include theories of group dynamics and diversity, culture, aspects of human sexuality, social systems theory, and general processes effecting both developmental and social change. Students will complete Module 8 of the MHF training.

BSHS 335 ................................................................. 3 credits

Ethics and Values for Human Service Professionals

In this course students will become familiar with ethical standards for human service workers as outlined by the National Organization for Human Services (NOHS). An emphasis is placed on understanding concepts of least intrusive intervention, least restrictive environment, facilitating client self-determination, appropriate professional boundary maintenance, and employing interdisciplinary team approaches to problem-solving. Students will demonstrate understanding of requirements for client confidentiality, electronic record keeping, and portability of client information.

BSHS 345 ................................................................. 3 credits

Diversity and Special Populations

The emphasis of this course is on the context of diverse social systems including roles of ethnicity, gender, sexual orientation, cultural dynamics, socio-economic status, variations of learning styles, and individual ability in evaluation and client needs assessment. To complete this course, a student must demonstrate knowledge and understanding of human limitations and capacity, and of the resilient nature of humans. The course involves an exploration of special populations to include individuals with disabilities, economically disadvantaged families and foster children, single parents including single pregnant women, displaced homemakers, individuals with barriers to educational achievement (including those with limited English proficiency), the aging and elderly, individuals preparing for nontraditional employment, tribal communities, refugees and immigrants, and underserved or hard-to-serve populations in general. Students will complete Module 9 of the MHF training.

BSHS 355 ................................................................. 3 credits

Delivery of Human Services: Theory and Practice

This course facilitates identification of specific human needs and conditions, which are the core of the human services profession, and the range of human service delivery systems that address them. The conditions most often encountered with addictions and chemical dependency, aging populations, crime, mental and physical illnesses, poverty, delinquency and developmental disabilities will be explored in depth. On completion of this course students will demonstrate knowledge of theory and skills necessary for applying the major models of human service delivery at individual, group and community levels with attention to global influences affecting social policy and the political and ideological perspectives on human services delivery internationally. Students will complete Module 2 of the MHF training.

BSHS 375 ................................................................. 3 credits

Information Management Systems & Technology in Human Services

This course provides the foundation for appropriate integration and use of information management systems crucial to the delivery of human services. Skills developed include methods of obtaining, organizing, analyzing, evaluating, maintaining and disseminating information. Domains addressed in the course involve the applica-

BSHS 415O ............................................................. 0 credits

Orientation to Field Experience

This course will provide an overview of the expectations and requirements for a successful Field Experience. Students will be provided with information regarding field placement with approved sites, documentation of field experience, and requirements for supervision. Orientation is offered well in advance of the first Field Experience course, BSHS/ 415 to provide students ample time for field site selection. (0 credits) Prerequisite: BSHS 375. May not be taken as Directed Study.

BSHS 385 ................................................................. 3 credits
Interpersonal Communication & Interviewing Skills
Human Services delivery requires expertise in communicating well with a wide range of people and groups. A key component of effective communication is the development of genuine positive regard for others, skill in establishing empathic relationships, and obtaining information needed for effective intervention with successful outcomes. This course provides knowledge of theory and practice in interpersonal communication. Students will learn skills for resolving conflict, establishing positive rapport, assisting clients in becoming clear about goals and focusing on outcomes, and practicing professional and ethical behaviors in all client interactions. Students will complete Modules 3, 4, 5, and 6 of the MHF training.

BSHS 395.................................................................................. 3 credits

Client Assessment and Plan Development
This course enables students to understand the process of conducting needs assessments, developing an action plan for services, implementing the action plan, and subsequent evaluation of outcomes. Students will learn the process of developing goals and measurable objectives, designing an individualized program for clients, implementing the program, and using ongoing assessment and evaluation of results to revise or modify individualized programs. Students will demonstrate competency in identifying needs, and mobilizing resources and necessary supports for assisting clients in meeting goals. Students will complete Modules 10, 11, and 12 of the MHF training.

BSHS 405.................................................................................. 3 credits

Intervention, Direct Service Delivery & Case Management
This course provides an overview of the role of the human service worker as a change agent with a focus on the application of theory and skills necessary for providing interventions and direct service delivery to individuals and groups. Specifically, students will develop competence in professional skills such as case management, client intake and interviewing, and basic group and individual counseling techniques. Additionally, students will learn how to access resources, use consultation, and make referrals. Students will complete Module 16 of the MHF training.

BSHS 415.................................................................................. 3 credits

Field Experience I
This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a field placement site. Students will work in a human services setting under the supervision of a qualified professional. In addition to providing direct service, students will attend a weekly 2-hour class for faculty supervision and evaluation of core competency development. Typical activities of a field placement involve employing skills acquired so far in the program progression: conducting interviews, working directly with clients and groups, developing action plans and documenting. Students will complete Modules 13 and 14 of the MHF training.

BSHS 425.................................................................................. 3 credits

Administration & Management of Human Service Programs
Administration and management involve components of indirect services associated with systematic delivery of direct human services. Students will learn theories of strategic planning, human resource management, strategies for evaluation and planning the development of human service organizations, elements of agency operations, risk management, budgeting, and fiscal acquisition through grant writing and contract negotiation. The emphasis of this course is on leadership development, and managing professional and volunteer staff. Additional content areas addressed in the course involve advocacy efforts and grass roots movements focused on constituency building.

BSHS 435.................................................................................. 3 credits

Research & Statistics in Human Services
This course provides an overview of research methods and appropriate use of statistics in the social sciences. A component of program development and evaluation involves knowledge of theory related to understanding research and statistics in the human services arena. The scientific method, research tools, data collection, and analysis will be reviewed. Understanding research and developing the ability to critically evaluate published research reports will be emphasized. Statistical concepts will be reviewed, and students will gain a conceptual understanding of underlying principles of research and statistical analysis. Statistical software will be introduced, and students will compute descriptive and inferential statistical data. Students will practice developing research designs and conducting statistical analyses.

BSHS 445.................................................................................. 3 credits

A Survey of Crisis and Mental Health Issues and Interventions
In this course students explore the relationship between mental health and human service delivery systems in the United States as well as global initiatives for improving the international service-base. Students will learn to define and describe the nature and process of crisis and the impact of trauma-causing events on the mental health of diverse clients. Students will compare and contrast the range of service delivery modalities and networks, including the operation of emergency management systems, and will demonstrate understanding of roles and skills needed when services are provided in emergency and crisis situations. The course facilitates development of skills necessary for assessing and managing suicide risk. Students will complete Module 15 of the MHF training.

BSHS 455.................................................................................. 3 credits

Working With Addictions
This course introduces students to the biology of addiction, including brain reward mechanisms, the role of environment and genetics, psychodynamics, and the impact of addiction on individuals, families, and communities. The roles of addiction in society in relationship to the judicial system, treatment systems, progressive era reforms, and complications of dual diagnosis are emphasized in the course. The course examines major models of conceptualizing and integrating prevention, intervention, rehabilitation and maintenance/relapse prevention. Students will learn strategies for accessing supportive measures and case management processes for developing wrap-around action plans for service delivery to individuals and groups with addiction and chemical dependence related issues.

BSHS 465.................................................................................. 3 credits

Professional Development and Identity
In this course students will explore processes for enhancement of self-awareness and the effect of personal style and personality on human service delivery. Students will examine personal values, cultural differences and biases, individual philosophies and belief systems then integrate this understanding of self into the development of an identity as a human service professional. Students will demonstrate strategies for cultivating self-awareness and modeling self-care. Students will investigate the value of membership in supportive professional organizations such as the National Organization for Human Services (NOHS). Students will complete Module 17 of the MHF training.
BSHS 475 ..................................................................................3 credits
Field Experience II
This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a community human services placement site. Weekly seminars (2-hours per week) are provided to offer support and supervision of the student activities during their field experience. Students will learn to present issues for supervision. Each student will create a portfolio of his or her competencies and accomplishments for career purposes. This course requires accumulation of the total 350 service hours necessary for graduation from the program (the first 175 hours were compiled in BSHS/415, FE I) and demonstration of a professional attitude and disposition as evaluated in 8 domains: Professionalism, Personal Growth, Sensitivity, Flexibility, Emotional Maturity, Group Membership Skills, Accepting Feedback, and Relationship with Authority. Students will complete Modules 7 and 18 of the MHF training.

BSHS 485 ..................................................................................3 credits
Capstone: Advocacy and Creating Social Change
This course is the culmination of the BSHS program with a focus on the basic tenets of client advocacy efforts and the processes of creating social change. As human services professionals, students will demonstrate strategies for using their knowledge and skills for understanding and helping clients. The Capstone Project asks students to develop an advocacy action plan that addresses a local need they have determined utilizing a community needs assessment. Students will complete Module 19 of the MHF training.

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.

GEN 300 ...................................................................................3 credits
Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

Course Descriptions for the Concentration in Addictions
BSHS 456 ..................................................................................3 credits
Addiction Interventions for Human Service Workers
This course has a focus on familiarizing students with fundamental interventions used in drug and alcohol treatment settings. Students will conduct an investigation of 12-step, alternative support group, secular organization, therapeutic community, and structured in-patient/outpatient approaches to intervention and treatment. Students will be prepared to apply basic skills for assessing and evaluating client needs, making referrals, and working as a colleague in groups of professional service providers. An exploration of commonly used evaluation instruments for assessing level of care is underscored along with tenets of co-facilitation of treatment groups and assessing special population needs. Students will demonstrate foundational knowledge and understanding of guidelines for treatment as outlined by the Substance Abuse and Mental Health Services Administration and the American Society of Addiction Medicine’s Patient Placement Criteria.

BSHS 457 ..................................................................................3 credits
Codependence & Working with Families
In this course students will demonstrate an understanding of the impact of controlling behaviors and supporting dysfunction in relation to addictions and families. Theories of codependency are explored as a disease of loss of selfhood and an addiction resulting from an imbalance of inner and outer self-awareness. Cardinal characteristics of codependency are examined with a focus on chronic, progressive, malignant and treatable features. Students will demonstrate understanding and skill in case management and referral for treatment in addition to assisting clients with recovery goals, self-awareness, self-acceptance, self-responsibility and self-reflection with a focus on prevalence, and consequences of codependency in families.

BSHS 458 ..................................................................................3 credits
Action Planning, Relapse Prevention & Aftercare
This course provides advanced skills development for the addiction and chemical dependency human service worker. Students will conduct an in-depth evaluation of various treatment approaches employed when preparing action plans with clients. An investigation of comprehensive treatment programs, community action programs, school-based programs, and public health approaches to relapse prevention and aftercare strategies will provide students an opportunity to develop and present an individualized program for a fictional client. Students will demonstrate an understanding of policy issues, managed care, private and public insurance, and advocacy for the consumer in relation to addiction and dependency issues.

Course Descriptions for the Concentration in Family and Child Services
BSHS 406 ..................................................................................3 credits
Family and Social Systems: Contemporary Trends and Issues
Theories of public and private families, as differentiated by societal interaction, are explored with a focus on family systems as they exist within social systems. Micro and macro family environments are investigated. Students will examine theories involving the
interconnected and interdependent features of contemporary families in a range of social systems. Topics include the family, the state, and social policy with historical perspectives from federal and state legislation. Students will debate current trends in social policy, the efficacy of social welfare systems on a global scale, and demonstrate an understanding of the concept of practical compromise. Roles of the human service worker as advocate and service provider in the family systems context will be addressed.

BSHS 407 ................................................................. 3 credits

Family Violence Across the Lifespan: A Multi-Strata Problem
This course explores the phenomenon and social problem of family violence with both macro- and micro-theory explanations and an in-depth literature review. Students will demonstrate an understanding of assessment strategies, consequences and contributing factors of family violence across socio-economic strata and the full range of diverse populations experiencing family violence. Attention is focused on professional and social responses that include clinical interventions, educational initiatives within schools, and responses to the disclosure of family violence in agency and private settings. Skills to develop a human services approach to preventing family violence are enhanced in this course; students are required to outline their own personal and professional roles in the movement to end family violence.

BSHS 408 ................................................................. 3 credits

Childhood Abuse and Neglect
This course focuses on the segment of family violence involving physical child abuse, child sexual abuse and exploitation, child neglect and psychological maltreatment of children. Students will examine the scope of these problems and the characteristics of both victims and perpetrators while conducting a search for patterns and dynamics of each distinction. Students will demonstrate knowledge and understanding of reporting requirements, treatment interventions, repressed memory controversy, working within the criminal justice system and the tenets of the Children’s Justice Act addressing investigation, prosecution and judicial handling of abuse and neglect cases. Areas of focus involve various forms of each category including indicators for the range of abuses on an international scale with child labor, slavery, and child prostitution issues.

Course Descriptions for the Concentration in Gerontology
BSHS 437 .................................................................. 3 credits

Social Systems and Aging
This course traces the origins of social systems for the aging around the world, followed by an examination of program types, the effects on retirement, demographic changes, political sustainability of social programs for the aging, institutional settings and labor supply. Students will define and measure population aging and the impact of the aging population will include topics such as chronic illness, subsidized and un-subsidized healthcare related expenses, and needs assessment protocol. The basic model and principles of integrative, interdisciplinary healthcare is presented as the foundation for a team approach to the development of intervention plans, strategies of care, and implementation.

BSHS 438 .................................................................. 3 credits

Care for Aging Populations
The course is an exploration of various living environments for aging and elderly including retirement communities, living with relatives and/or children, independency, assisted living, the goodness-of-fit between lifestyle and housing, and managing long-term care. Students will demonstrate knowledge of segregated versus age-integrated residential settings and the impact on residents. An in-depth investigation of care-related issues across the growing aging population will include topics such as chronic illness, subsidized and un-subsidized healthcare related expenses, and needs assessment protocol. The basic model and principles of integrative, interdisciplinary healthcare is presented as the foundation for a team approach to the development of intervention plans, strategies of care, and implementation.

BSHS 439 .................................................................. 3 credits

Grief, Loss and End of Life Issues
In this course students will learn strategies for facilitating the transition from curative measures to palliative care for the relief of emotional/psychological distress, pain, and a range of physical symptoms. Core competencies involve demonstrated learning of methods for anticipating the demands of end-of-life caregiving including advanced directives, 24/7 services, hospice case management, care and placement options, and easing the common challenges as individuals and families move from care and grief modalities to acceptance and healing. Students will demonstrate understanding of patient and caregiver needs and roles in late life care with topics that include: practical care assistance and early preparation, referral for financial and legal assistance, comfort and dignity issues, respite care, grief support, focusing on client values and concerns, and addressing family conflict.

BSHS 446 .................................................................. 3 credits

Human Services Program Design & Proposal Writing
This course introduces students to the purposes, challenges and benefits of program design and grant writing. Students will review components of each and conduct a needs assessment and develop a business case for implementation on program design. Special
attention will be given to research for finding available funding sources and how to form important partnerships. Students will explore the methods of research using quantitative, qualitative and mixed-method program design concepts. Students will examine concepts of logic models and their impact on people, processes, and conditions related to program design. Using a specific framework, learners will uncover funding possibilities and use tools to prepare for the rigor related with grant writing. Resources and tools to secure funding for state, federal and private human services programs and agencies are examined. Students will be introduced to the processes, obstacles and costs associated to grant writing and program design.

The Bachelor of Science in Human Services (Certificate Track)

The following Bachelor of Science in Human Services (Certificate Track) (BSHS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The BSHS program curriculum at University of Phoenix employs an interdisciplinary approach for assimilating theory, knowledge, skills and core competencies of today's human service professional. The conceptual framework of the program draws from a range of human service domains such as counseling, biopsychosocial development, human systems and social change, social work, psychology, and management theories. The program is designed with experiential components, integrated within the academic foundation, to provide students with experience as service providers in a range of human service settings in both private and public sectors. The Human Services program's interdisciplinary design builds core skills and competencies based on established methods for delivering a variety of direct service roles in the wide-raging field of human services. In addition to completing core curriculum courses, students must declare and complete courses in an area of concentration selected from the following: 1) Management, 2) Addictions, 3) Family and Child Services, 4) Gerontology. Upon graduation from the program students will be qualified for Registry as Mental Health Facilitators with the National Board for Certified Counselors-International and prepared academically to sit for the Human Services-Board Certified Practitioner examination administered by the Center for Credentialing and 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/bshs.

Required Course of Study for the BSHS (Certificate Track)

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BSHS 428 ~ ................................................................. 3 credits
Human Services Program Design & Proposal Writing
The University reserves the right to modify the required course of study.

General Information for the BSHS (Certificate Track)
The Certificate Track bachelors programs are designed to be an option for students to earn a certificate en-route to earning the bachelors degree.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the bachelors program.

Additional Admission Requirements for the BSHS (Certificate Track)

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 by a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- No work experience and/or current employment is required for this program.

Degree Requirements for the BSHS (Certificate Track)

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 60 upper division credits.
  - A minimum of 5 of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.0.
- Students may earn a certificate that corresponds with their selected concentration en-route to completing the bachelor degree. Students may apply for certificate conferral upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the certificate
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement
- Students must successfully complete the following programmatic requirements for certificate conferral:
  - Addictions Certificate (CERT/ADD) - 24 credits: BSHS 305, BSHS 325, BSHS 335, BSHS 345, BSHS 435, BSHS 437, BSHS 438, BSHS 439
  - Human Services Management Certificate (CERT/HSM) - 24 credits: BSHS 305, BSHS 325, BSHS 335, BSHS 345, BSHS 425, BSHS 426, BSHS 427, BSHS 428
- Students can only earn one certificate en-route to completing the undergraduate program.
- Students will declare a concentration at the time of enrollment.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
- The diploma awarded for this program will read as: Bachelor of Science in Human Services

Academic Progression Requirements for the BSHS (Certificate Track)

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.
- All 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
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the University course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.

Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must enroll in the first course as outlined in the Required Course of Study for this program (BSHS 305) and are not required to enroll in the First-Year Sequence. See Preferred Sequence and Prerequisites section of policy for specific course requirements for this program.

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

**Additional Residency Requirements and Course Waivers for the BSHS (Certificate Track)**

Students in this program may waive a maximum of 30 credits from their required course of study. The following courses in the Required Course of Study may not be waived: BSHS 305, BSHS 415, BSHS 415O, BSHS 475, BSHS 485

**General Education Requirements for the BSHS (Certificate Track)**

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

- **Communication Arts**, 6 credits
  - (A Track must include: COMM 215, equivalent or higher)
  - (B Track must include: COM 170 and COM 172)
- **Mathematics**, 6 credits
  - (B Track must include: SCI 163)
- **Science and Technology**, 6 credits
  - (B Track must include: PSY 211)
- **Humanities**, 6 credits
  - (B Track must include: HUM 114)
- **Social Science**, 6 credits
  - (B Track must include: PSY 211)
- **Additional Liberal Arts**, 6 credits
  - (B Track must include: GEN 195)
- **Interdisciplinary Requirements**, 18 credits
  - (B Track must include: FP 120)

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

**Field Experience for the BSHS (Certificate Track)**

BSHS programs include two field experience courses: BSHS 415 and BSHS 475. Each field experience course is 15 weeks in length. These courses require at least 175 hours of field experience, or an average of 12 hours per week committed to a community human services placement site. Weekly seminars (2 hours per week) are provided to offer support and supervision of the student activities during their field experience.

**Course Descriptions for the BSHS (Certificate Track)**

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**Human Systems and Development**

Students will demonstrate a basic understanding of human development across the lifespan and of systems for meeting fundamental human needs. The course provides perspectives on individual roles in families, groups, and interpersonal relationships in communities, society, and organizations. Essential coursework components of human systems and development include theories of group dynamics and diversity, culture, aspects of human sexuality, social systems theory, and general processes effecting both developmental and social change. Students will complete Module 8 of the MHF training.

BSHS 335 ..................................................................................3 credits

**Ethics and Values for Human Service Professionals**

In this course students will become familiar with ethical standards for human service workers as outlined by the National Organization for Human Services (NOHS). An emphasis is placed on understanding concepts of least intrusive intervention, least restrictive environment, facilitating client self-determination, appropriate professional boundary maintenance, and employing interdisciplinary team approaches to problem-solving. Students will demonstrate understanding of requirements for client confidentiality, electronic record keeping, and portability of client information.

BSHS 345 ..................................................................................3 credits

**Diversity and Special Populations**

The emphasis of this course is on the context of diverse social systems including roles of ethnicity, gender, sexual orientation, cultural dynamics, socio-economic status, variations of learning styles, and individual ability in evaluation and client needs assessment. To complete this course, a student must demonstrate knowledge and understanding of human limitations and capacity, and of the resilient nature of humans. The course involves an exploration of special populations to include individuals with disabilities, economically disadvantaged families and foster children, single parents including single pregnant women, displaced homemakers, individuals with barriers to educational achievement (including those with limited English proficiency), the aging and elderly, individuals preparing for nontraditional employment, tribal communities, refugees and immigrants, and underserved or hard-to-serve populations in general. Students will complete Module 9 of the MHF training.

BSHS 355 ..................................................................................3 credits

**Delivery of Human Services: Theory and Practice**

This course facilitates identification of specific human needs and conditions, which are the core of the human services profession, and the range of human service delivery systems that address them. The conditions most often encountered with addictions and chemical dependency, aging populations, crime, mental and physical illnesses, poverty, delinquency and developmental disabilities will be explored in depth. On completion of this course students will demonstrate knowledge of theory and skills necessary for employing the major models of human service delivery at individual, group and community levels with attention to global influences effecting social policy and the political and ideological perspectives on human services delivery internationally. Students will complete Module 2 of the MHF training.

BSHS 375 ..................................................................................3 credits
Information Management Systems & Technology in Human Services

This course provides the foundation for appropriate integration and use of information management systems crucial to the delivery of human services. Skills developed include methods of obtaining, organizing, analyzing, evaluating, maintaining and disseminating information. Domains addressed in the course involve the application of confidentiality guidelines and the appropriate use of client data, utilizing technology to assist in conducting needs assessments and basic program evaluation, and accessing research literature for advocacy and education initiatives. Basic computer skills such as word processing and the use of spreadsheets for maintaining a database are addressed along with a survey of assistive technology available for a range of special needs populations.

BSHS 415O ................................................................. 0 credits

Orientation to Field Experience

This course will provide an overview of the expectations and requirements for a successful Field Experience. Students will be provided with information regarding field placement with approved sites, documentation of field experience, and requirements for supervision. Orientation is offered well in advance of the first Field Experience course, BSHS/415 to provide students ample time for field site selection. (0 credits) Prerequisite: BSHS 375. May not be taken as Directed Study.

BSHS 385 ................................................................. 3 credits

Interpersonal Communication & Interviewing Skills

Human Services delivery requires expertise in communicating well with a wide range of people and groups. A key component of effective communication is the development of genuine positive regard for others, skill in establishing empathic relationships, and obtaining information needed for effective intervention with successful outcomes. This course provides knowledge of theory and practice in interpersonal communication. Students will learn skills for resolving conflict, establishing positive rapport, assisting clients in becoming clear about goals and focusing on outcomes, and practicing professional and ethical behaviors in all client interactions. Students will complete Modules 1, 2, 3 and 4 of the MHF training.

BSHS 395 ................................................................. 3 credits

Client Assessment and Plan Development

This course enables students to understand the process of conducting needs assessments, developing an action plan for services, implementing the action plan, and subsequent evaluation of outcomes. Students will learn the process of developing goals and measurable objectives, designing an individualized program for clients, implementing the program, and using ongoing assessment and evaluation of results to revise or modify individualized programs. Students will demonstrate competency in identifying needs, and mobilizing resources and necessary supports for assisting clients in meeting goals. Students will complete Module 10, 11 and 12 of the MHF training.

BSHS 405 ................................................................. 3 credits

Intervention, Direct Service Delivery & Case Management

This course provides an overview of the role of the human service worker as a change agent with a focus on the application of theory and skills necessary for providing interventions and direct service delivery to individuals and groups. Specifically, students will develop competence in professional skills such as case management, client intake and interviewing, and basic group and individual counseling techniques. Additionally, students will learn how to access resources, use consultation, and make referrals. Students will complete Module 16 of the MHF training.

BSHS 415 ................................................................. 3 credits

Field Experience I

This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a field placement site. Students will work in a human services setting under the supervision of a qualified professional. In addition to providing direct service, students will attend a weekly 2-hour class for faculty supervision and evaluation of core competency development. Typical activities of a field placement involve employing skills acquired so far in the program progression: conducting interviews, working directly with clients and groups, developing action plans and documenting. Students will complete Modules 13 and 14 of the MHF training.

BSHS 425 ................................................................. 3 credits

Administration & Management of Human Service Programs

Administration and management involve components of indirect services associated with systematic delivery of direct human services. Students will learn theories of strategic planning, human resource management, strategies for evaluation and planning the development of human service organizations, elements of agency operations, risk management, budgeting, and fiscal acquisition through grant writing and contract negotiation. The emphasis of this course is on leadership development, and managing professional and volunteer staff. Additional content areas addressed in the course involve advocacy efforts and grass roots movements focused on constituency building.

BSHS 435 ................................................................. 3 credits

Research & Statistics in Human Services

This course provides an overview of research methods and appropriate use of statistics in the social sciences. A component of program development and evaluation involves knowledge of theory related to understanding research and statistics in the human services arena. The scientific method, research tools, data collection, and analysis will be reviewed. Understanding research and developing the ability to critically evaluate published research reports will be emphasized. Statistical concepts will be reviewed, and students will gain a conceptual understanding of underlying principles of research and statistical analysis. Statistical software will be introduced, and students will compute descriptive and inferential statistical data. Students will practice developing research designs and conducting statistical analyses.

BSHS 445 ................................................................. 3 credits

A Survey of Crisis and Mental Health Issues and Interventions

In this course students explore the relationship between mental health and human service delivery systems in the United States as well as global initiatives for improving the international service-base. Students will learn to define and describe the nature and process of crisis and the impact of trauma-causing events on the mental health of diverse clients. Students will compare and contrast the range of service delivery modalities and networks, including the operation of emergency management systems, and will demonstrate understanding of roles and skills needed when services are provided in emergency and crisis situations. The course facilitates development of skills necessary for assessing and managing suicide risk. Students will complete Module 15 of the MHF training.

BSHS 455 ................................................................. 3 credits
Working With Addictions
This course introduces students to the biology of addiction, including brain reward mechanisms, the role of environment and genetics, psychodynamics, and the impact of addiction on individuals, families, and communities. The roles of addiction in society in relationship to the judicial system, treatment systems, progressive era reforms, and complications of dual diagnosis are emphasized in the course. The course examines major models of conceptualizing and integrating prevention, intervention, rehabilitation and maintenance/relapse prevention. Students will learn strategies for accessing supportive measures and case management processes for developing wrap-around action plans for service delivery to individuals and groups with addiction and chemical dependence related issues.

BSHS 465 .................................................................3 credits

Professional Development and Identity
In this course students will explore processes for enhancement of self-awareness and the effect of personal style and personality on human service delivery. Students will examine personal values, cultural differences and biases, individual philosophies and belief systems then integrate this understanding of self into the development of an identity as a human service professional. Students will demonstrate strategies for cultivating self-awareness and modeling self-care. Students will investigate the value of membership in supportive professional organizations such as the National Organization for Human Services (NOHS). Students will complete Module 17 of the MHF training.

BSHS 475 .................................................................3 credits

Field Experience II
This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a community human services placement site. Weekly seminars (2-hours per week) are provided to offer support and supervision of the student activities during their field experience. Students will learn to present issues for supervision. Each student will create a portfolio of his or her competencies and accomplishments for career purposes. This course requires accumulation of the total 350 service hours necessary for graduation from the program (the first 175 hours were completed in BSHS/415, FE 1) and demonstration of a professional attitude and disposition as evaluated in 8 domains: Professionalism, Personal Growth, Sensitivity, Flexibility, Emotional Maturity, Group Membership Skills, Accepting Feedback, and Relationship with Authority. Students will complete Modules 7 and 18 of the MHF training.

BSHS 485 .................................................................3 credits

Capstone: Advocacy and Creating Social Change
This course is the culmination of the BSHS program with a focus on the basic tenets of client advocacy efforts and the processes of creating social change. As human services professionals, students will demonstrate strategies for using their knowledge and skills for understanding and helping clients. The Capstone Project asks students to develop an advocacy action plan that addresses a local need they have determined utilizing a community needs assessment. Students will complete Module 19 of the MHF training.

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 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.

Course Descriptions for the Concentration in Addictions (Certificate Track)

Addiction Interventions for Human Service Workers
This course has a focus on familiarizing students with fundamental interventions used in drug and alcohol treatment settings. Students will conduct an investigation of 12-step, alternative support group, secular organization, therapeutic community, and structured inpatient/outpatient approaches to intervention and treatment. Students will be prepared to apply basic skills for assessing and evaluating client needs, making referrals, and working as a colleague in groups of professional service providers. An exploration of commonly used evaluation instruments for assessing level of care is underscored along with tenets of co-facilitation of treatment groups and assessing special population needs. Students will demonstrate foundational knowledge and understanding of guidelines for treatment as outlined by the Substance Abuse and Mental Health Services Administration and the American Society of Addiction Medicine's Patient Placement Criteria.

BSHS 456 .................................................................3 credits

Codependence & Working with Families
In this course students will demonstrate an understanding of the impact of controlling behaviors and supporting dysfunction in relation to addictions and families. Theories of codependency are explored as a disease of loss of selfhood and an addiction resulting from an imbalance of inner and outer self-awareness. Cardinal
characteristics of codependence are examined with a focus on chronic, progressive, malignant and treatable features. Students will demonstrate understanding and skill in case management and referral for treatment in addition to assisting clients with recovery goals, self-awareness, self-acceptance, self-responsibility and self-reflection with a focus on prevalence, and consequences of codependency in families.

BSHS 458 ................................................................................. 3 credits

Course Descriptions for the Concentration in Family and Child Services (Certificate Track)

BSHS 408 .................................................................................. 3 credits

Family and Social Systems: Contemporary Trends and Issues

Theories of public and private families, as differentiated by societal interaction, are explored with a focus on family systems as they exist within social systems. Micro and macro family environments are investigated. Students will examine theories involving the interconnected and interdependent features of contemporary families in a range of social systems. Topics include the family, the state, and social policy with historical perspectives from federal and state legislation. Students will debate current trends in social policy, the efficacy of social welfare systems on a global scale, and demonstrate an understanding of the concept of practical compromise. Roles of the human service worker as advocate and service provider in the family systems context will be addressed.

BSHS 407 .................................................................................. 3 credits

Family Violence Across the Lifespan: A Multi-Strata Problem

This course explores the phenomenon and social problem of family violence with both macro- and micro-theory explanations and an in-depth literature review. Students will demonstrate an understanding of assessment strategies, consequences and contributing factors of family violence across socio-economic strata and the full range of diverse populations experiencing family violence. Attention is focused on professional and social responses that include clinical interventions, educational initiatives within schools, and responses to the disclosure of family violence in agency and private settings. Skills to develop a human services approach to preventing family violence are enhanced in this course; students are required to outline their own personal and professional roles in the movement to end family violence.

BSHS 408 .................................................................................. 3 credits

Childhood Abuse and Neglect

This course focuses on the segment of family violence involving physical child abuse, child sexual abuse and exploitation, child neglect and psychological maltreatment of children. Students will examine the scope of these problems and the characteristics of both victims and perpetrators while conducting a search for patterns and dynamics of each distinction. Students will demonstrate knowledge and understanding of reporting requirements, treatment interventions, repressed memory controversy, working within the criminal justice system and the tenets of the Children’s Justice Act addressing investigation, prosecution and judicial handling of abuse and neglect cases. Areas of focus include various forms of each category including indicators for the range of abuses on an international scale with child labor, slavery, and child prostitution issues.

Course Descriptions for the Concentration in Gerontology (Certificate Track)

BSHS 437 .................................................................................. 3 credits

Social Systems and Aging

This course traces the origins of social systems for the aging around the world, followed by an examination of program types, the impacts on retirement, demographic changes, political sustainability of social programs for the aging, institutional settings and labor supply. Students will define and measure population aging by comparing and contrasting U.S. data with other countries by exploring elderly dependency and age-dependency ratios. Additional topics for discussion and demonstrated understanding by students include: the biology of aging and the pathology of memory, disengagement theory, mental health issues such as depression, suicide, and the psychology of aging, the aging family and changes in family structure, intra- and inter-generational relationships across various societies, and healthful aging ideology.

BSHS 438 .................................................................................. 3 credits

Care for Aging Populations

The course is an exploration of various living environments for aging and elderly including retirement communities, living with relatives and/ or children, independency, assisted living, the good- ness-of-fit between lifestyle and housing, and managing long-term care. Students will demonstrate knowledge of segregated versus age-integrated residential settings and the impact on residents. An in-depth investigation of care-related issues across the growing aging population will include topics such as chronic illness, subsidized and un-subsidized healthcare related expenses, and needs assessment protocol. The basic model and principles of integrative, interdisciplinary healthcare is presented as the foundation for a team approach to the development of intervention plans, strategies of care, and implementation.

BSHS 439 .................................................................................. 3 credits

Grief, Loss and End of Life Issues

In this course students will learn strategies for facilitating the transition from curative measures to palliative care for the relief of emotional/ psychological distress, pain, and a range of physical symptoms. Core competencies involve demonstrated learning of methods for anticipating the demands of end-of-life caregiving including advanced directives, 24/7 services, hospice case management, care and placement options, and easing the common challenges as individuals and families move from care and grief to new realities of acceptance and healing. Students will demonstrate understanding of patient and caregiver needs and roles in late life care with topics that include: practical care assistance and early preparation, referral for financial and legal assistance, comfort and dignity issues, respite care, grief support, focusing on client values and concerns, and addressing family conflict.

Course Descriptions for the Concentration in Management (Certificate Track)

BSHS 426 .................................................................................. 3 credits
Human Services Management: Theory & Practice
This course traces the historical context of human services management as it relates to current theory and practice. Students will examine strategies for managing an integrated, diverse workforce and prepare to be generalists, understanding the scope of leading an organization with commonly encountered agency pressures. Students will employ learned management practices to inspect, distinguish, and measure the important attributes of program management and supervision. By demonstrating a basic understanding of organizational behavior and the challenges of embracing workforce diversity, dynamic systems change, performance evaluation and effective communication with a range of Para-professional and professionals, students will explore their roles as managers in the growing human services field.
BSHS 427 ..................................................................................3 credits

Critical Thinking Skills in Management Decision Making
This course will familiarize students with strategies related to making sustainable decisions. Techniques used to make decisions, solve problems and lead environments will be explored. Concepts of strategic planning, organizing and leading are examined to link these basic principles to create a healthy and thriving workplace environment. Specific details to human services are considered and methods for service delivery to needs-based populations and the workers who serve in this capacity. Students are introduced to, and will demonstrate understanding of, the Six Sigma elements and five-step approach for process improvement.
BSHS 428 ..................................................................................3 credits

Human Services Program Design & Proposal Writing
This course introduces students to the purposes, challenges and benefits of program design and grant writing. Students will review components of each and conduct a needs assessment and develop a business case for implementation on program design. Special attention will be given to research for finding available funding sources and how to form important partnerships. Students explore the methods of research using quantitative, qualitative and mixed-method program design concepts. Students will examine concepts of logic models and their impact on people, processes, and conditions related to program design. Using a specific framework, learners will uncover funding possibilities and use tools to prepare for the rigor related with grant writing. Resources and tools to secure funding for state, federal and private human services programs and agencies are examined. Students will be introduced to the processes, obstacles and costs associated to grant writing and program design.

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.
Please contact your enrollment advisor for more information.

rates if the program is available via the Online modality in their state.

to consider completing certain courses in the Online classroom at Online

concentrations depend on student demand and other factors. Not all

program may be offered at these University of Phoenix campus locations:

The following Associate of Arts/Concentration in Accounting (AAACC)

...........................................................................................

Associate of Arts/Concentration in Accounting

The following Associate of Arts/Concentration in Accounting (AAACC) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online

teachers if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associates of Arts in Accounting concentration focuses on the role of accounting in business strategy, financial statements, cost information, economics, management, and ethical issues. Students will encounter real-world scenarios where they will use accounting information resources and systems, and present conclusions based on accounting and business data. Additionally, students will use ledgers, journals, and worksheets to complete formal, informal, and quantitative accounting tasks.

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

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

Concentration in Accounting - Track A and B

ACC 220 ~ ................................................................. 3 credits
Survey of Accounting: The Maze of Numbers
ACC 225 ~ ................................................................. 3 credits
Financial Accounting
ACC 260 ~ ................................................................. 3 credits
Accounting Ethics: Keeping it Clean
FIN 200 ~ ................................................................. 3 credits
Introduction to Finance: Harvesting the Money Tree
ACC 230 ~ ................................................................. 3 credits
Financial Reporting: Peeking Under the Financial Hood
ACC 250 ~ ................................................................. 3 credits
Accounting Information Systems

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

Additional Admission Requirements for AAACC

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

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

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

General Education Requirements for the AAACC

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

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

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

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

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

Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

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

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

Degree Requirements for AAACC

The degree requirements for this program are the following:

• Completion of a minimum of 60 credits.

• 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.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  
  **Associate of Arts**

**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.

• All 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,
  
  • National Testing Programs, and
  
  • ACE evaluated Military credits.

• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.

• 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.

**Additional Residency Requirements and Course Waivers for the AAACC**

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.

**Course Descriptions for the AAACC**

**Intro 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. Current trends in accounting ethics, including the Sarbanes Oxley regulations and the ethical requirements for certified public accountants are emphasized.

**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 bookkeeping 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.

**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.

**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.

**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-
Online classroom at Online rates if the program is available via the
states. Students may want to consider completing certain courses in the
Phoenix campus locations: Online, depending on state of residence. The
Foundations (AAACCF) program may be offered at these University of
The following Associate of Arts/Concentration in Accounting

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 agree-
ment, 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.

Critical Thinking
In this course, students develop the ability to think clearly and crit-
ically. Practice includes developing writing skills that enable stu-
dents 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 distant
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 develop-
ment of effective study skills.

Associate of Arts/Concentration in Accounting

The following Associate of Arts/Concentration in Accounting
Foundations (AAACCF) program may be offered at these University of
Phoenix campus locations: Online, depending on state of residence. The
availability of programs and concentrations depend on student demand
and other factors. Not all programs may be available to all residents of all
states. Students may want to consider completing certain courses in the
Online classroom at Online rates if the program is available via the

Online modality in their state. Please contact your enrollment advisor for
more information.

The Associate of Arts curriculum provides a foundation and over-
view within the academic disciplines of communication arts, social
sciences, mathematics, life sciences, and the humanities. Instruction
focuses on the development of student skills in writing, critical
thinking, and information utilization, as well as foundational com-
petencies in the selected discipline. The completion of an Associate
of Arts degree represents an important milestone for many students
as they pursue their educational goals.
The Associates of Arts in Accounting Foundations concentration
focuses on the role of accounting in business strategy, accounting
communications, accounting information systems, management,
financial statements, and cost information. Students will encounter
real-world scenarios where they will use accounting information
resources and systems, and present conclusions based on account-
and business data. Additionally, students will use ledgers, journ-
als, and worksheets to complete formal, informal, and
quantitative accounting tasks.

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

Courses requiring prerequisites are identified by a ~ symbol fol-
lowing the course number.

Concentration in Accounting Foundations - Track A and B

BUS 210 ~ ................................................................. 3 credits
Foundations of Business
XBCOM 230 ~ .......................................................... 3 credits
Business Communication for Accountants
XACC 210 ~ ................................................................. 3 credits
Accounting Information Systems
XMGT 230 ~ ............................................................... 3 credits
Management Theory and Practice
XACC 290 ~ ................................................................. 3 credits
Principles of Accounting I
XACC 291 ~ ................................................................. 3 credits
Principles of Accounting II

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

Additional Admission Requirements for the AAACCF

• Applicants must be at least 16 years of age at the time of
application.
• High school graduation from an institution that holds state
approval to confer high school diplomas or are accredited or a
candidate for accreditation at the time the student attended by
an acceptable accrediting body, GED certificate, CHSPE
(California High School Proficiency Examination) certificate, or
completion of the HSSET examination with a passing score.
• Tennessee: Students residing in Tennessee who are attending
classes via the Online modality and students attending a
local campus in Tennessee, including from any cross-border
locations must provide the university with an official High
School transcript or official GED score (if applicable). A
college transcript which documents high school date of
completion or a copy of a DD-214 showing high school
graduation or equivalency may be submitted to satisfy this
requirement.

General Education Requirements for the AAACCF
Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)
Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

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

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.

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

Degree Requirements for the AAACCF

- Completion of a minimum of 60 credits.
- 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.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Associate of Arts

Academic Progression Requirements for the AAACCF

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.

- US 101 will be required as the first course in the first block of the First-Year Sequence.

- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.

  - The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.

  - 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.

Additional Residency Requirements and Course Waivers for the AAACCF

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.

Course Descriptions for the AAACCF

BUS 210 ................................................................. 3 credits

Foundations of Business

In this course students will explore the foundation of business by reviewing topics regarding the structure and culture of the modern business environment. Additional topics include the evolution of business, the role of the business ethics, communication, technology, operations, leadership, and human resources. Upon completion, students are better prepared to make informed decisions regarding their educational and professional goals.

XBCOM 230 .................................................................. 3 credits

Business Communication for Accountants

This course introduces students to the foundations of communication in a business accounting setting. Students are exposed to various topics related to interpersonal and group communications within the context of applications to the accounting field. Students will develop skills in the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics, collaboration, information utilization, critical thinking, and professional competence and values.

XACC 210 .................................................................. 3 credits

Accounting Information Systems

This course introduces accounting students to the use of technology and real-world applications. Areas of study include fundamental concepts and technologies (what computers can do for a business), the Internet, intranets, electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer and human synergy.

XMGT 230 ................................................................. 3 credits

Management Theory and Practice

This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply
management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.

XACC 290 ................................................................. 3 credits

**Principles of Accounting I**

This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

XACC 291 ................................................................. 3 credits

**Principles of Accounting II**

This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.

COM 150 ................................................................. 3 credits

**Effective Essay Writing**

Students develop academic writing skills. The emphasis is on coherence and correctness in written communication as students use the writing process to craft an expository essay. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense, subject-verb and pronoun-antecedent agreement, and pronoun case.

COM 220 ................................................................. 3 credits

**Research Writing**

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

CRT 205 ................................................................. 3 credits

**Critical Thinking**

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

ETH 125 ................................................................. 3 credits

**Cultural Diversity**

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

GEN 105 ................................................................. 3 credits

**Skills for Learning in an Info Age**

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

**Associate of Arts/Emphasis in Accounting Foundations (Maryland-Online)**

The following Associate of Arts/Emphasis in Accounting Foundations (AAACC) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts curriculum provides a foundation and overview within the academic disciplines of communication arts, social sciences, mathematics, life sciences, and the humanities. Instruction focuses on the development of student skills in writing, critical thinking, and information utilization, as well as foundational competencies in the selected discipline. The completion of an Associate of Arts degree represents an important milestone for many students as they pursue their educational goals.

The Associate of Arts in Accounting Foundations emphasis focuses on the role of accounting in business strategy, accounting communications, accounting information systems, management, financial statements, and cost information. Students will encounter real-world scenarios where they will use accounting information resources and systems, and present conclusions based on accounting and business data. Additionally, students will use ledgers, journals, and worksheets to complete formal, informal, and quantitative accounting tasks.

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

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

**Emphasis in Accounting Foundations - Track A and B**

BUS 210 ~ .................................................................................. 3 credits

Foundations of Business

XBCOM 230 ~ .................................................................................. 3 credits

Business Communication for Accountants

XACC 210 ~ .................................................................................. 3 credits

Accounting Information Systems

XMGT 230 ~ .................................................................................. 3 credits

Management Theory and Practice

XACC 290 ~ .................................................................................. 3 credits

Principles of Accounting I

XACC 291 ~ .................................................................................. 3 credits

Principles of Accounting II

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

**Additional Admission Requirements for the 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

General Education Requirements for the AAACCF

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

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

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

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

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

Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

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

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

Degree Requirements for the AAACCF

• Completion of a minimum of 60 credits.
• 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.
• Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

Academic Progression Requirements for the AAACCF

• All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
• US 101 will be required as the first course of the First-Year Sequence.
• HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.

• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

Additional Residency Requirements and Course Waivers for the AAACCF

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.

Course Descriptions for the AAACCF

BUS 210 .............................................................................3 credits

Foundations of Business

In this course students will explore the foundation of business by reviewing topics regarding the structure and culture of the modern business environment. Additional topics include the evolution of business, the role of the business ethics, communication, technology, operations, leadership, and human resources. Upon completion, students are better prepared to make informed decisions regarding their educational and professional goals.

XBCOM 230 .................................................................3 credits

Business Communication for Accountants

This course introduces students to the foundations of communication in a business accounting setting. Students are exposed to various topics related to interpersonal and group communications within the context of applications to the accounting field. Students will develop skills in the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics, collaboration, information utilization, critical thinking, and professional competence and values.

XACC 210.................................................................3 credits
**Accounting Information Systems**

This course introduces accounting students to the use of technology and real-world applications. Areas of study include fundamental concepts and technologies (what computers can do for a business), the Internet, intranets, electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer and human synergy.

**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.

**Principles of Accounting I**

This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

**Principles of Accounting II**

This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.

**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.

**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.

**Critical Thinking**

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

**Cultural Diversity**

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

**Skills for Learning in an Info Age**

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

**Associate of Arts/Concentration in Hospitality, Travel and Tourism**

The following Associate of Arts/Concentration in Hospitality, Travel and Tourism (AAHTT) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Hospitality, Travel, and Tourism concentration provides content and practical application in an array of food service, lodging management, and tourism industry careers. The courses emphasize the leadership competencies and knowledge that provide the foundation of management practices valued in the hospitality arena. The Hospitality, Travel, and Tourism associate degree program is also planned to prepare the student for further study in hospitality or related programs at the undergraduate level. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aahtt.

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

**Concentration in Hospitality, Travel and Tourism - Track A and B**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HTT 200 ~</td>
<td>Hospitality</td>
<td>3 credits</td>
</tr>
<tr>
<td>HTT 210 ~</td>
<td>Travel and Tourism: Work, Pleasure, Forever Enriching</td>
<td>3 credits</td>
</tr>
<tr>
<td>HTT 220 ~</td>
<td>Information Technology in Hospitality, Travel and Tourism</td>
<td>3 credits</td>
</tr>
<tr>
<td>HTT 230 ~</td>
<td>Finance for Hospitality Professionals: Bed and Balance Sheets</td>
<td>3 credits</td>
</tr>
<tr>
<td>HTT 240 ~</td>
<td>Food and Beverage Management: Eat, Drink and Be Healthy</td>
<td>3 credits</td>
</tr>
<tr>
<td>HTT 250 ~</td>
<td>Lodging and Resort Operations</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of...
University of Phoenix, 2013-2014

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

General Education Requirements for the AAHTT

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)

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

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.

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

Degree Requirements for AAHTT

The degree requirements for this program are the following:

• Completion of a minimum of 60 credits.
• 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.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

Associate of Arts

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.
• All 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,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• 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.

Additional Residency Requirements and Course Waivers for the AAHTT

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.

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, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ................................................................. 3 credits

**Skills for Learning in an Information Age**

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

**Associate of Arts/Emphasis in Hospitality, Travel and Tourism (Maryland-Online)**

The following Associate of Arts/Emphasis in Hospitality, Travel and Tourism (AAHTT) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Hospitality, Travel, and Tourism emphasis 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/aaht.

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

**Emphasis in Hospitality, Travel and Tourism - Track A and B**
The University reserves the right to modify the required course of study.

**Additional Admission Requirements for AAHTT**

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

**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)

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

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- 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.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

**Academic Progression Requirements for the AAHTT**

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

**Additional Residency Requirements and Course Waivers for the AAHTT**

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.

**Course Descriptions for the AAHTT**

- HTT 200 ~.................................................................3 credits
  Hospitality
- HTT 210 ~.................................................................3 credits
  Travel and Tourism: Work, Pleasure, Forever Enriching
- HTT 220 ~.................................................................3 credits
  Information Technology in Hospitality, Travel and Tourism
- HTT 230 ~.................................................................3 credits
  Finance for Hospitality Professionals: Bed and Balance Sheets
- HTT 240 ~.................................................................3 credits
  Food and Beverage Management: Eat, Drink and Be Healthy
- HTT 250 ~.................................................................3 credits
  Lodging and Resort Operations
On this page, the text is a list of courses offered by the University of Phoenix School of Business. Each course is described with its title, credit hours, and a brief description. The courses cover various subjects including hospitality, finance, technology, and cultural diversity. The text is formatted in a readable manner, with courses listed in a logical order. There is no need to rely on any external information or images to understand the content.
of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aafb.

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

**Concentration in Foundations of Business - Track A and B**

- US 101 ~ Foundations of Business
- GEN 105 ~ Principles of Economics
- HUM 111 ~ Business Information Systems
- BUS 210 ~ Foundations of Business
- CRTC 205 ~ Principles of Economics
- FP 101 ~ Business Information Systems

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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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**

- (A Track must include: 3 credits in the physical or biological sciences)

- (B Track must include: SCI 162)

**Science & Technology Requirement 6 credits**

- (A Track must include: 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)

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

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.

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

**Degree Requirements for AAFB**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- 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.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

**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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- 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.

Additional Residency Requirements and Course Waivers for the AAFB

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.

Course Descriptions for the AAFB

BUS 210 ................................................................. 3 credits

Foundations of Business

In this course students will explore the foundation of business by reviewing topics regarding the structure and culture of the modern business environment. Additional topics include the evolution of business, the role of the business ethics, communication, technology, operations, leadership, and human resources. Upon completion, students are better prepared to make informed decisions regarding their educational and professional goals.

XECO 212 .......................................................... 3 credits

Principles of Economics

This course introduces the fundamental theories of microeconomics and macroeconomics. The economic principles studied in this course apply to everyday life as students research an industry, debate issues with trade agreements, discuss the effects of a shift in labor supply and demand, and discuss the strengths and weaknesses of the Consumer Price Index calculation. In particular, students research an industry affected by the economy and perform an economic analysis of the chosen industry.

XBIS 219 .............................................................. 3 credits

Business Information Systems

This course provides an overview of Business Information Systems. This includes a broad foundation for both technical and non-technical business professionals. Special emphasis is placed on how information is used by different types of businesses across different industries.

XMGT 216 ............................................................ 3 credits

Organizational Ethics and Social Responsibility

This course provides a foundational perspective for socially responsible management practices in business. Special emphasis is placed on the inter-related nature of ethics, moral, legal, and social issues in managing individuals, groups, and the organization within a business environment.

XACC 280 .......................................................... 3 credits

Financial Accounting Concepts and Principles

This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on the enterprise. Financial information is examined from the perspective of effective management decision making with special emphasis on the planning and controlling responsibilities of practicing managers.

XCOM 285 .......................................................... 3 credits

Essentials of Managerial Communication

This course introduces students to the foundations of communication in a business setting. Students are exposed to various topics related to interpersonal and group communication with an eye toward applications in an office or virtual office setting. Students will develop skills in various forms of written communication, including memos, emails, business letters, and reports. Communication ethics and cross-cultural communications are also explored. Upon completing the course, students will have an awareness of their personal communication style and be able to identify areas for further exploration of communication as a business skill.

COM 150 ............................................................... 3 credits

Effective Essay Writing

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

COM 220 ............................................................... 3 credits

Research Writing

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

ETH 125 .............................................................. 3 credits

Cultural Diversity

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

CRT 205 .............................................................. 3 credits

Critical Thinking

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

GEN 105 .............................................................. 3 credits

Skills for Learning in an Information Age

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Concentration in Business Foundations

The following Associate of Arts/Concentration in Business Foundations
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</td>
</tr>
<tr>
<td>Foundations of Business</td>
<td>3</td>
</tr>
<tr>
<td>XCOM 275 ~</td>
<td>3</td>
</tr>
<tr>
<td>Business Communications and Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>XBIS 220 ~</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Computer Applications and Systems</td>
<td>3</td>
</tr>
<tr>
<td>XMGT 290 ~</td>
<td>3</td>
</tr>
<tr>
<td>Management Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>XACC 290 ~</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>XACC 291 ~</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Additional Admission Requirements for AABF**

Applicants who meet the following admission requirements will be considered for admission to the 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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>Requirement</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Communication Arts Requirement 6 credits</td>
<td></td>
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<tr>
<td>(A Track must include: COM 150 and COM 220)</td>
<td></td>
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<tr>
<td>(B Track must include: COM 155 and COM 156)</td>
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<tr>
<td>Mathematics Requirement 6 credits</td>
<td></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 6 credits</td>
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</tr>
</tbody>
</table>

**Degree Requirements for AABF**

The degree requirements for this program are the following:

- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

**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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• 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 successful coursework certain program areas must be satisfied before students can progress to others.

Additional Residency Requirements and Course Waivers for the AABF
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.

Course Descriptions for the AABF
BUS 210 ................................................................................... 3 credits
Foundations of Business
In this course students will explore the foundation of business by reviewing topics regarding the structure and culture of the modern business environment. Additional topics include the evolution of business, the role of the business ethics, communication, technology, operations, leadership, and human resources. Upon completion, students are better prepared to make informed decisions regarding their educational and professional goals.

XBCOM 275 ............................................................................ 3 credits
Business Communications and Critical Thinking
This course introduces students to the foundations of communication in a business setting. Students will develop skills in critical thinking and decision making through the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics and cross-cultural communications, personal communication styles, solving organizational problems, and the evaluation of an organizations strategic direction.

COM 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.

COM 150 .................................................................................. 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.

Principles of Accounting I
This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

XACC 291 ............................................................................ 3 credits
Principles of Accounting II
This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.

COM 150 .................................................................................. 3 credits
Critical Thinking
In this course, students will develop the ability to think both clearly and critically. Practice includes developing writing skills that will enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students will be given the opportunity to analyze and discuss various types of media—including television, cinema, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

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

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

The following Associate of Arts/Emphasis in Business Foundations (AABF) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts with an emphasis in Business Foundations focuses on a variety of business essentials including management theory and practice, information systems, financial accounting, critical thinking and effective managerial communications. Students will explore business principles and learn to apply problem solving strategies to real-life scenarios. In addition, students will also discuss the effects of culture and ethics in current global and domestic business environments.

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

Emphasis in Business Foundations - A Track and B Track

BUS 210 ~ .................................................................3 credits

Foundations of Business

XBCOM 275 ~ ...............................................................3 credits
Business Communications and Critical Thinking

XBIS 220 ~ ....................................................................3 credits
Introduction to Computer Applications and Systems

XMGT 230 ~ .................................................................3 credits
Management Theory and Practice

XACC 290 ~ .................................................................3 credits
Principles of Accounting I

XACC 291 ~ .................................................................3 credits
Principles of Accounting II

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

Additional Admission Requirements for AABF

Applicants who meet the following admission requirements will be considered for admission to the 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

General Education Requirements for the AABF

Communication Arts Requirement 6 credits

(A Track must include: COM 150 and COM 220)

(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

University of Phoenix math courses must be MAT 116 or higher to satisfy requirement.

Science & Technology Requirement 6 credits

Degree Requirements for AABF

The degree requirements for this program are the following:

• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.

• A minimum grade point average (GPA) of 2.0.

• Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

Associate of Arts

Academic Progression Requirements for the AABF

• All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.

• US 101 will be required as the first course in the first block of the First-Year Sequence.

• HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.

• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:

• University of Phoenix coursework,

• Regionally or nationally accredited coursework (C- or higher grade),

• University of Phoenix Prior Learning Assessment,

• National Testing Programs, and

• ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

Additional Residency Requirements and Course Waivers for the AABF

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.

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.

**XMGT 230** ................................................................. 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.

**XACC 290** ................................................................. 3 credits

**Principles of Accounting I**

This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

**XACC 291** ................................................................. 3 credits

**Principles of Accounting II**

This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.

**COM 150** ................................................................. 3 credits

**Effective Essay Writing**

Students develop academic writing skills. The emphasis is on coherence and correctness in written communication as students use the writing process to craft an expository essay. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense, subject-verb and pronoun-antecedent agreement, and pronoun case.

**COM 220** ................................................................. 3 credits

**Research Writing**

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

**CRT 205** ................................................................. 3 credits

**Critical Thinking**

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

**ETH 125** ................................................................. 3 credits

**Cultural Diversity**

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

**GEN 105** ................................................................. 3 credits

**Skills for Learning in an Info Age**

This course introduces students to learning in an information-rich environment as they explore study techniques and methods for organizing and retaining large amounts of information.
society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

**Associate of Arts/Concentration in Accounting (Minnesota/Arkansas)**

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

The Associates of Arts in Accounting concentration focuses on the role of accounting in business strategy, financial statements, cost information, economics, management, and ethical issues. Students will encounter real-world scenarios where they will use accounting information resources and systems, and present conclusions based on accounting and business data. Additionally, students will use ledgers, journals, and worksheets to complete formal, informal, and quantitative accounting tasks.

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

For students residing in Minnesota: For more information about 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 ~ Survey of Accounting: The Maze of Numbers** ................................................. 3 credits
- **ACC 225 ~ Financial Accounting** ................................. 3 credits
- **ACC 260 ~ Accounting Ethics: Keeping it Clean** .......................................................... 3 credits
- **FIN 200 ~ Introduction to Finance: Harvesting the Money Tree** .................................. 3 credits
- **ACC 230 ~ Financial Reporting: Peeking Under the Financial Hood** ..................... 3 credits
- **HIS 135 requirement may also be satisfied with any transfer coursework with a lab component.** 3 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)
- **Social Science Requirement 9 credits**
  - (A Track must include: ETH 125)
  - (B Track must include: ETH 125)
- **Humanities Requirement 9 credits**
  - (A Track must include: HUM 111)
  - (B Track must include: HUM 111)
- **Additional Liberal Arts Requirement 6 credits**
  - (A Track must include: GEN 105)
  - (B Track must include: US 101 and FP 101)
- **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 who reside in Arkansas are required to complete a minimum of 6 credits in Lab Sciences. Students who complete BIO 100 to fulfill the requirement may be required to complete more than 60 credits to fulfill all requirements for the degree program.**

**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**
  - (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**

**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, or completion of the HiSET examination with a passing score.
All undergraduate students are required to complete the minimum general education credits required by their program version. 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. Students who lack 67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Degree Requirements for the AAACC**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- 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.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

  Associate of Arts

**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.
- All 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:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- 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.

**Additional Residency Requirements and Course Waivers for the AAACC**

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

**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 perspectives to analyze contemporary issues.

ETH 125 ...................................................................................3 credits

**Cultural Diversity**

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

CRT 205 ...................................................................................3 credits

**Critical Thinking**

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

GEN 105 ...................................................................................3 credits

**Skills for Learning in an Information Age**

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

**Associate of Arts/Concentration in Hospitality, Travel and Tourism (Minnesota/Arkansas)**

The following Associate of Arts/Concentration in Hospitality, Travel and Tourism (AAHFT) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Hospitality, Travel, and Tourism concentration provides content and practical application in an array of foodservice, lodging management, and tourism industry careers. The courses empha-
size 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**

**Additional Admission Requirements for AAHTT**

- Applicants must be at least 16 years of age at the time of application.
- 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.
- 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 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 a minimum of 6 credits in lab science.

The lab science 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)

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

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.

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 who reside in Arkansas are required to complete a minimum of 6 credits in Lab Sciences. Students who complete BIO 100 to fulfill the requirement may be required to complete more than 60 credits to fulfill all requirements for the degree program.

**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)

(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)

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

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.

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

**Degree Requirements for the AAHTT**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- 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.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

Associate of Arts

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.

• All 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,
  • National Testing Programs, and
  • ACE evaluated Military credits.

• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.

• 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.

Additional Residency Requirements and Course Waivers for the AAHTT

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.

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 market, surface travel, air travel, business travel, cruises, and recreation. It covers current issues in tourism and their effect on the hospitality industry as a whole including economic, political, and cultural forces, and quality of life impacts on host locals. Career opportunities within travel and tourism are also discussed.

HTT 220 ....................................................................................3 credits
Information Technology in Hospitality, Travel and Tourism: When Distribution Joins Automation

This course explores the impact of information and communications technology on the structure and operations of the hospitality, travel, and tourism industry. It covers topics dealing with the interaction between consumers, intermediaries, operators, and management through rapidly changing technologies. Effects on service quality, productivity, efficiency, and profitability will be examined.

HTT 230 ....................................................................................3 credits
Finance for Hospitality Professionals: Bed & Balance Sheets

This course focuses on conceptual awareness and practice of financial management as it applies to hospitality, travel, and tourism industries. It covers the basics of accounting, budgets and budgeting systems, performance 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.

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

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

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

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

MAT 219 ....................................................................................3 credits
Introduction to College Algebra

This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as
well as graphing and functions.

MAT 220 ................................................................. 3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

BIO 100 ................................................................. 4 credits

Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 ................................................................. 3 credits

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

HIS 135 ................................................................. 3 credits

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

ETH 125 ................................................................. 3 credits

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

CRT 205 ................................................................. 3 credits

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

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 Foundations of Business (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Foundations of Business (AAFB) program may be offered at these University of Phoenix campus locations: Online, depending on the state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts with a concentration in Foundations of Business focuses on a variety of business essentials including economics, information systems, managerial ethics, financial accounting, business research and effective managerial communications. Students will explore business principles and learn to apply problem-solving strategies to real-life scenarios. In addition, students will also discuss the effects of culture and ethics in current global and domestic business environments.

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

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

Concentration in Foundations of Business - Track A and B

XECO 212 ~ ......................................................... 3 credits
Principles of Economics

XBIS 219 ~ ......................................................... 3 credits
Business Information Systems

XMGT 216 ~ ......................................................... 3 credits
Organizational Ethics and Social Responsibility

XACC 280 ~ ......................................................... 3 credits
Financial Accounting Concepts and Principles

XCOM 285 ~ ......................................................... 3 credits
Essentials of Managerial Communication

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, or completion of the HiSET examination with a passing score.
General Education Requirements for the AAFB for Arkansas Students

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

Mathematics Requirement 6 credits
Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.
Must include: MAT 219 and MAT 220

Science & Technology Requirement 9 credits
(B Track must include: SCI 162)
Must include a minimum of 6 credits in lab science.
The lab science 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
(B Track must include: US 101 and FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. 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.
- 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.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  - Associate of Arts

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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- 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.

Additional Residency Requirements and Course Waivers for the AAFB
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.

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.

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, nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.
The following Associate of Arts/Concentration in Accounting Fundamentals (AAACCTC) program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts with a concentration in Accounting Fundamentals 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.

NOTE: Students may earn a certificate in Bookkeeping Fundamentals en-route to completing this associates degree. Students wishing to earn the certificate en-route must be admitted to the corresponding AAACCTC (“Certificate Track”). Students may apply for certificate conferral upon successful completion of the required concentration or emphasis courses.

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

Concentration in Accounting Fundamentals - A Track and B Track

BIS 220 ~ .................................................................3 credits
Introduction to Computer Applications and Systems
BCOM 230 ~ .................................................................3 credits
Business Communication for Accountants
QNT 275 ~ .................................................................3 credits
Statistics for Decision Making
MGT 230 ~ .................................................................3 credits
Management Theory and Practice
ACC 290 ~ .................................................................3 credits
Principles of Accounting I
ACC 291 ~ .................................................................3 credits
Principles of Accounting II

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

General Information for the AAACCT

- First time attendees with the University will be admitted with condition to this program according to the risk free period policy.
- Applicants must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Any student planning to complete an associate of arts degree prior to enrolling in a bachelor degree must complete all required credits of the associates degree and meet admission requirements for their chosen bachelor degree before enrolling in any University bachelor degree programs.

Additional Admission Requirements for AAACCT

- 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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 AAACCT

Communication Arts 6 credits
A Track must include: COMM 215, equivalent, or higher
B Track must include: ENG 147
Mathematics 6 credits
Must include MTH 209, equivalent, or higher
Science and Technology 6 credits
Must include: 3 credits in the physical or biological sciences
Humanities 6 credits
B Track must include: HUM 115
Social Science 6 credits
Additional Liberal Arts 3 credits
A Track must include: GEN 201
B Track must include: GEN 127
Interdisciplinary Requirement 9 credits
Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.
Physical Education activity credits are limited to four (4) credits.
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

Degree Requirements for the AAACCT

• Completion of a minimum of 60 credits.
  • A minimum grade point average (GPA) of 2.0.
  • Students earning the associate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  • Students earning this associate en-route to completion of a bachelor degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the associate degree to be eligible for associate conferral.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Associate of Arts

Academic Progression Requirements for the AAACCT

• Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 as the first course in their program.
• Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, ENG 147, and HUM 115.
• With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education 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,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• Concurrent enrollment is prohibited during any of the courses in the standard pathway (B Track).
• Accelerated Pathway (A Track) students may not enroll in GEN 127, ENG 147, or HUM 115 to satisfy programmatic prerequisites, general education or elective requirements.

• Continuously enrolled students will not be required to enroll in the standard pathway (B Track) courses upon the program/program version change.
• Students who previously completed GEN 101, GEN 195, GEN 200, or GEN 300 and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
• Students may not complete any of the standard pathway (B Track) courses via Directed Study.
• All undergraduate students must satisfy math and English proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the AAACCT
• Students in this program may waive a maximum of 6 credits from their required course of study.

Course Descriptions for the AAACCT

BIS 220 ................................................................. 3 credits
Introduction to Computer Applications and Systems
This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.

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.

QNT 275 .................................................................................. 3 credits
Statistics for Decision Making
This course introduces the techniques used for the visualization of numerical data and descriptive statistics in business. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display qualitative and quantitative business data, interpret numerical business data using measures of central tendency and dispersion, apply fundamental concepts probability theory for inferential decision making for business, and perform a linear regression for trend analysis.

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.

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.

**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.

**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.

**ENG 147 ...................................................................................3 credits**

**University Writing Essentials**

This is a course in developing foundational skills necessary for effective and appropriate academic writing. This course reviews the fundamentals of grammar, writing mechanics, style, and proper documentation of sources.

**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.

**HUM 115 ...................................................................................3 credits**

**Critical Thinking in Everyday Life**

This is a critical thinking skills course focusing on developing the necessary tools and skills to analyze problems, make decisions, formulate well-supported points of view on key academic, social, and professional issues.

**GEN 201 ...................................................................................3 credits**

**Foundations of University Success**

This course transitions students through the foundations of study at University of Phoenix. Students develop personal strategies for achieving educational goals; and develop skills in critical thinking, collaboration, and communication.

**GEN 127 ...................................................................................3 credits**

**University Studies for Success**

This is an academic course focusing on the essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at University of Phoenix. The course develops and applies academic standards, practical knowledge, and study skills immediately relevant to first-year university students.

**Associate of Arts/Concentration in Accounting Fundamentals (Certificate Track)**

The following Associate of Arts/Concentration in Accounting Fundamentals (Certificate Track) (AAACCTC) program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts with a concentration in Accounting Fundamentals 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.

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

**Concentration in Accounting Fundamentals - A Track and B Track**

**BIS 220 ~................................................................................3 credits**

**Introduction to Computer Applications and Systems**

**BCOM 230 ~.................................................................3 credits**

**Business Communication for Accountants**

**QNT 275 ~.................................................................3 credits**

**Statistics for Decision Making**

**MGT 230 ~.................................................................3 credits**

**Management Theory and Practice**

**ACC 290 ~.................................................................3 credits**

**Principles of Accounting I**

**ACC 291 ~.................................................................3 credits**

**Principles of Accounting II**

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

**General Information for the AAACCTC**

- First time attendees with the University will be admitted with condition to this program according to the risk free period policy.
- The Certificate Track associates programs are designed to be an option for students to earn a certificate en-route to earning the associates degree.
- Students who completed a certificate in its entirety and who later choose to enroll in an associates program with a concentration in the same area of focus as the completed certificate will be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the associates program.
- Applicants must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
• Any student planning to complete an associate of arts degree prior to enrolling in a bachelor degree must complete all required credits of the associates degree and meet admission requirements for their chosen bachelor degree before enrolling in any University bachelor degree programs.

Additional Admission Requirements for AAACCTC

• 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
• 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 in the Accounting Fundamentals concentration or emphasis must demonstrate basic skills proficiency in mathematics.

Students have the following options to satisfy this requirement:
• Students must pass the Praxis I exam at the cut score determined by the School of Business.
  Math - 170
• Students must pass the Essential Academic Skills Subtest III: Mathematics provided by National Evaluation Systems at the cut scores determined by the national benchmark.
  Essential Academic Skills Subtest III: Mathematics - 220
• Students must pass the SAT at the cut scores determined by the national benchmark.
  Mathematics - 480
• Students must pass the ACT at the cut scores determined by the national benchmark.
  Mathematics - 20
• Transfer credit may be used by students who have achieved a C- or better in a college algebra or comparable course of at least 2.67 semester credits completed at a regionally or approved nationally accredited institution. Transfer courses used to fulfill this requirement must be eligible to receive general education credit.
• Achieve a passing score eligible for credit on an approved mathematics related National Testing Program.

Current Approved National Testing Programs are:
  CLEP Examination
  College Mathematics
  College Algebra
  Precalculus
  Calculus
  DANTES Examination
  Principles of Statistics
  Business Mathematics
  Advanced Placement Examination
  Calculus AB
  Calculus BC
  Statistics

• Achieve a passing score on the School of Business math readiness exam.
  MyMathTest Assessment - 70%
• Successful completion (passing grade) of University of Phoenix mathematics course MAT/116, equivalent or higher.

Degree Requirements for the AAACCTC

• Completion of a minimum of 60 credits.
• A minimum grade point average (GPA) of 2.0.
• Students earning the associate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
• Students earning this associate en-route to completion of a bachelor degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the associate degree to be eligible for associate conferral.
• Students may earn a certificate in the same area of focus as the concentration en route to completing the associates degree. Students may apply for certificate conferral upon meeting the following program requirements:
  • Successful completion of the concentration courses outlined in the enrollment agreement for the certificate
  • Achievement of the minimum program GPA
  • Fulfillment of the minimum University residency requirement
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Associate of Arts

General Education Requirements for the AAACCTC

Communication Arts 6 credits
A Track must include: COMM 215, equivalent, or higher
B Track must include: ENG 147
Mathematics 6 credits
Must include MTH 209, equivalent, or higher
Science and Technology 6 credits
Must include: 3 credits in the physical or biological sciences
Humanities 6 credits
B Track must include: HUM 115
Social Science 6 credits
Additional Liberal Arts 3 credits
A Track must include: GEN 201
B Track must include: GEN 127

Interdisciplinary Requirement 9 credits
Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.
Physical Education activity credits are limited to four (4) credits.

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

Academic Progression Requirements for the AAACCTC

• Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 as the first course in their program.
• Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, ENG 147 and HUM 115
• Students are encouraged to complete the concentration or emphasis courses prior to enrolling in any other general education or interdisciplinary courses.
• With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  • National Testing Programs, and
  • ACE evaluated Military credits.
• Concurrent enrollment is prohibited during any of the courses in the standard pathway (B Track).
• Accelerated Pathway (A Track) students may not enroll in GEN 127, ENG 147, or HUM 115 to satisfy programmatic prerequisites, general education or elective requirements.
• Continuously enrolled students will not be required to enroll in the standard pathway (B Track) courses upon the program/program version change.
• Students who previously completed GEN 101, GEN 195, GEN 200, or GEN 300 and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
• Students may not complete any of the standard pathway (B Track) courses via Directed Study.
• All undergraduate students must satisfy math and English proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the AAACCTC

Students in this program may waive a maximum of 6 credits from their required course of study.

Course Descriptions for the AAACCTC

BIS 220 ..........................................................3 credits
Introduction to Computer Applications and Systems
This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office™ tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.

BIS 220 .....................................................................................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.

QNT 275 ..................................................................................3 credits

Statistics for Decision Making
This course introduces the techniques used for the visualization of numerical data and descriptive statistics in business. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display qualitative and quantitative business data, interpret numerical business data using measures of central tendency and dispersion, apply fundamental concepts probability theory for inferential decision making for business, and perform a linear regression for trend analysis.

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.

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.

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

Essentials of College Writing
This course introduces 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.

ENG 147 ......................................................................................3 credits

University Writing Essentials
This course introduces the essential writing skills required for effective and appropriate academic writing. This course reviews the fundamentals of grammar, writing mechanics, style, and proper documentation of sources.

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.

HUM 115 ................................................................. 3 credits

Critical Thinking in Everyday Life
This is a critical thinking skills course focusing on developing the necessary tools and skills to analyze problems, make decisions, formulate well-supported points of view on key academic, social, and professional issues.

GEN 201 ................................................................. 3 credits

Foundations for University Success
This course transitions students through the foundations of study at University of Phoenix. Students develop personal strategies for achieving educational goals; and develop skills in critical thinking, collaboration, and communication.

GEN 127 ................................................................. 3 credits

University Studies for Success
This is an academic course focusing on the essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at University of Phoenix. The course develops and applies academic standards, practical knowledge, and study skills immediately relevant to first-year university students.

Associate of Arts/Concentration in Retail Management

The following Associate of Arts/Concentration in Retail Management (AARETM) program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Retail Management concentration focuses on the retail management environment. The concentration emphasizes skill development in customer service management, sales and marketing, supply management, retail operations, merchandise, and personnel management unique to the retail industry. Upon completion of this concentration, students will possess the knowledge and skills necessary to enter the retail industry.

NOTE: Students may earn a certificate in Retail Management en-route to completing this associates degree. Students wishing to earn the certificate en-route must be admitted to the corresponding AARETMC (Certificate Track). Students may apply for certificate conferral upon successful completion of the required concentration or emphasis courses.

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

Concentration in Retail Management - A Track and B Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 295 ~</td>
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<tr>
<td>Business Communications</td>
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<tr>
<td>BRM 226 ~</td>
<td>3</td>
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<tr>
<td>Customer Service Management</td>
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<tr>
<td>BRM 236 ~</td>
<td>3</td>
</tr>
<tr>
<td>Sales, Tools, and Strategies</td>
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</tbody>
</table>

BRM 246 ~ ................................................................. 3 credits
Retail Marketing; Merchandising
BRM 256 ~ ................................................................. 3 credits
Retail Personnel Management
BRM 266 ~ ................................................................. 3 credits
Retail Operations; Supply Management

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

General Information for the AARETM

- First time attendees with the University will be admitted with condition to this program according to the risk free period policy.
- Applicants must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Any student planning to complete an associate of arts degree prior to enrolling in a bachelor degree must complete all required credits of the associates degree and meet admission requirements for their chosen bachelor degree before enrolling in any University bachelor degree programs.

Additional Admission Requirements for the AARETM

- 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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 AARETM

Communication Arts 6 credits
A Track must include: COMM 215, equivalent, or higher
B Track must include: ENG 147
Mathematics 6 credits
Must include MTH 209, equivalent, or higher
Science and Technology 6 credits
Must include: 3 credits in the physical or biological sciences
Humanities 6 credits
B Track must include: HUM 115
Social Science 6 credits
Additional Liberal Arts 3 credits
A Track must include: GEN 201
B Track must include: GEN 127
Interdisciplinary Requirement 9 credits
Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.
Physical Education activity credits are limited to four (4) credits.
Students who lack .67 or fewer general education credits may use
interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

Degree Requirements for the AARETM

- Completion of a minimum of 60 credits.
- A minimum grade point average (GPA) of 2.0.
- Students earning the associate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
- Students earning this associate en-route to completion of a bachelor degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the associate degree to be eligible for associate conferral.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

Academic Progression Requirements for the AARETM

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 as the first course in their program.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, ENG 147, and HUM 115
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- Concurrent enrollment is prohibited during any of the courses in the standard pathway (B Track).
- Accelerated Pathway (A Track) students may not enroll in GEN 127, ENG 147, or HUM 115 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students will not be required to enroll in the standard pathway (B Track) courses upon the program/program version change.
- Students who previously completed GEN 101, GEN 195, GEN 200, or GEN 300 and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the standard pathway (B Track) courses via Directed Study.
- All undergraduate students must satisfy math and English proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the AARETM

- Students in this program may waive a maximum of 6 credits from their required course of study.

Course Descriptions for the AARETM

**Business Communications**
This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.

BRM 226 .......................................................... 3 credits

**Customer Service Management**
This course presents strategies for effective customer service to increase satisfaction and retention within the retail environment. Students will be prepared to build customer rapport, analyze risks associated with customer service, and develop skills and strategies to resolve customer conflict. Additional focus will be placed on managing customer interactions to enhance competitive advantage within the retail sector.

BRM 236 .......................................................... 3 credits

**Sales, Tools, and Strategies**
This course is an examination of basic principles involved in the sales process, the relationship between sales and business objectives, and managing the sales force and customer relationships. Emphasis is placed on sales planning, developing specific goals to meet the business objectives, and adapting to changes in the market.

BRM 246 .......................................................... 3 credits

**Retail Marketing: Merchandising**
This course presents strategies for capitalizing on consumer behavior and growing retail market share through the application of research, advertising, and innovative retail merchandising tactics. Students will be prepared to execute the elements of the marketing mix and merchandising strategies to be successful in a retail setting.

BRM 256 .......................................................... 3 credits

**Retail Personnel Management**
This course focuses on the personnel management aspects of retail management. Students will be prepared to utilize recruiting and staffing, motivating, training, and ethics concepts to effectively lead retail personnel.

BRM 266 .......................................................... 3 credits

**Retail Operations: Supply Management**
This course is an examination of the retail operations function of retail management including value chain logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.

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.

ENG 147 .......................................................... 3 credits
University Writing Essentials
is a course in developing foundational skills necessary for effec-
tive and appropriate academic writing. This course reviews the
fundamentals of grammar, writing mechanics, style, and proper
documentation of sources.

MTH 209 ............................................................................. 3 credits

College Mathematics II
This course continues the demonstration and examination of vari-
obus 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 ear-
ier 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. Spe-
cific 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.

HUM 115 ............................................................................. 3 credits

Critical Thinking in Everyday Life
This is a critical thinking skills course focusing on developing the
necessary tools and skills to analyze problems, make decisions, for-
mat well-supported points of view on key academic, social, and
professional issues.

GEN 201 ............................................................................. 3 credits

Foundations for University Success
This course transitions students through the foundations of study
at University of Phoenix. Students develop personal strategies for
achieving educational goals; and develop skills in critical thinking,
collaboration, and communication.

GEN 127 ............................................................................. 3 credits

University Studies for Success
This is an academic course focusing on the essential information,
skills, tools, and techniques necessary for academic success and
personal effectiveness at University of Phoenix. The course de-
velops and applies academic standards, practical knowledge, and
study skills immediately relevant to first-year university students.

GEN 117 ............................................................................. 3 credits

Associate of Arts/Concentration in Retail Management
(Certificate Track)

The following Associate of Arts/Concentration in Retail Management
(Certificate Track) (AARETMC) program may be offered at these
University of Phoenix campus locations as of September 30th, 2013:

Online, depending on state of residence. The availability of programs and
concentrations depend on student demand and other factors. Not all
programs may be available to all residents of all states. Students may want
to consider completing certain courses in the Online classroom at Online
rates if the program is available via the Online modality in their state.
Please contact your enrollment advisor for more information.

The Retail Management concentration focuses on the retail man-
agement environment. The concentration emphasizes skill develop-
ment in customer service management, sales and marketing,
supply management, retail operations, merchandising, and person-
nel management unique to the retail industry. Upon completion of
this concentration, students will possess the knowledge and skills
necessary to enter the retail industry.

Courses requiring prerequisites are identified by a ~ symbol fol-
lowing the course number.

Concentration in Retail Management - A Track and B Track

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<td>Retail Operations: Supply Management</td>
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</tr>
<tr>
<td>BRM 256</td>
<td>Retail Marketing: Merchandising</td>
<td>3</td>
</tr>
</tbody>
</table>

General Information for the AARETMC

- First time attendees with the University will be admitted with
  condition to this program according to the risk free period
  policy.
- The Certificate Track associates programs are designed to be an
  option for students to earn a certificate en-route to earning the
  associates degree.
- Students who completed a certificate in its entirety and who
  later choose to enroll in an associates program with a
  concentration in the same area of focus as the completed
  certificate will be required to enroll in the Certificate Track and
  will not earn a second certificate en-route to completing the
  associates program.
- Applicants must complete a Pathway Diagnostic before
  enrolling into their first credit-bearing course. The results of the
diagnostic will determine placement in the Accelerated
  Pathway (A Track) or standard pathway (B Track).
- Any student planning to complete an associate of arts degree
  prior to enrolling in a bachelor degree must complete all
  required credits of the associates degree and meet admission
  requirements for their chosen bachelor degree before enrolling
  in any University bachelor degree programs.

Additional Admission Requirements for AARETMC

- 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, CHSPE
  (California High School Proficiency Examination) certificate, or
  completion of the HiSET examination with a passing score.
- 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 AARETMC

- Completion of a minimum of 60 credits.
- A minimum grade point average (GPA) of 2.0.
Students earning the associate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement. Students earning this associate en-route to completion of a bachelor degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the associate degree to be eligible for associate conferal.

Students may earn a certificate in the same area of focus as the concentration en route to completing the associate degree. Students may apply for certificate conferral upon meeting the following program requirements:

- Successful completion of the concentration courses outlined in the enrollment agreement for the certificate
- Achievement of the minimum program GPA
- Fulfillment of the minimum University residency requirement

Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

Associate of Arts

General Education Requirements for the AARETMC

Communication Arts 6 credits
A Track must include: COMM 215, equivalent, or higher
B Track must include: ENG 147

Mathematics 6 credits
Must include MTH 209, equivalent, or higher

Science and Technology 6 credits
Must include: 3 credits in the physical or biological sciences

Humanities 6 credits
B Track must include: HUM 115

Social Science 6 credits
Additional Liberal Arts 3 credits
A Track must include: GEN 201
B Track must include: GEN 127

Interdisciplinary Requirement 9 credits
Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement. Physical Education activity credits are limited to four (4) 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 AARETMC

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 as the first course in their program.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, ENG 147 and HUM 115
- Students are encouraged to complete the concentration or emphasis courses prior to enrolling in any other general education or interdisciplinary courses.

- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- Concurrent enrollment is prohibited during any of the courses in the standard pathway (B Track).
- Accelerated Pathway (A Track) students may not enroll in GEN 127, GEN 147, or HUM 115 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students will not be required to enroll in the standard pathway (B Track) courses upon the program/program version change.
- Students who previously completed GEN 101, GEN 195, GEN 200, or GEN 300 and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the standard pathway (B Track) courses via Directed Study.
- All undergraduate students must satisfy math and English proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the AARETMC

Students in this program may waive a maximum of 6 credits from their required course of study.

Course Descriptions for the AARETMC

COM 295 ................................................................. 3 credits

Business Communications

This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.

BRM 226 ................................................................. 3 credits

Customer Service Management

This course presents strategies for effective customer service to increase satisfaction and retention within the retail environment. Students will be prepared to build customer rapport, analyze risks associated with customer service, and develop skills and strategies to resolve customer conflict. Additional focus will be placed on managing customer interactions to enhance competitive advantage within the retail sector.

BRM 236 ................................................................. 3 credits

Sales, Tools, and Strategies

This course is an examination of basic principles involved in the sales process, the relationship between sales and business objectives, and managing the sales force and customer relationships. Emphasis is placed on sales planning, developing specific goals to meet the business objectives, and adapting to changes in the mar-
Critical Thinking in Everyday Life
This is a critical thinking skills course focusing on developing the necessary tools and skills to analyze problems, make decisions, formulate well-supported points of view on key academic, social, and professional issues.

Retail Marketing: Merchandising
This course presents strategies for capitalizing on consumer behavior and growing retail market share through the application of research, advertising, and innovative retail merchandising tactics. Students will be prepared to execute the elements of the marketing mix and merchandising strategies to be successful in a retail setting.

Retail Personnel Management
This course focuses on the personnel management aspects of retail management. Students will be prepared to utilize recruiting and staffing, motivating, training, and ethics concepts to effectively lead retail personnel.

Retail Operations: Supply Management
This course is an examination of the retail operations function of retail management including value chain logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.

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.

University Writing Essentials
is a course in developing foundational skills necessary for effective and appropriate academic writing. This course reviews the fundamentals of grammar, writing mechanics, style, and proper documentation of sources.

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.

Critical Thinking in Everyday Life
This is a critical thinking skills course focusing on developing the necessary tools and skills to analyze problems, make decisions, formulate well-supported points of view on key academic, social, and professional issues.

Foundations for University Success
This course transitions students through the foundations of study at University of Phoenix. Students develop personal strategies to achieve educational goals; and develop skills in critical thinking, collaboration, and communication.

University Studies for Success
This is an academic course focusing on the essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at University of Phoenix. The course develops and applies academic standards, practical knowledge, and study skills immediately relevant to first-year university students.

Associate of Arts/Concentration in Business Fundamentals

The following Associate of Arts/Concentration in Business Fundamentals (AABFN) program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts with a concentration in Business Fundamentals 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 Fundamentals - A Track and B Track

Foundations of Business

Business Communications

Statistics for Decision Making

Introduction to Computer Applications and Systems

Principles of Accounting I

Principles of Accounting II

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

General Information for the AABFN

- First time attendees with the University will be admitted with condition to this program according to the risk free period policy.
• Applicants must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
• Any student planning to complete an associate of arts degree prior to enrolling in a bachelor degree must complete all required credits of the associates degree and meet admission requirements for their chosen bachelor degree before enrolling in any University bachelor degree programs.

Additional Admission Requirements for the AABFN
• 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
• 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 AABFN
Communication Arts 6 credits
A Track must include: COMM 215, equivalent, or higher
B Track must include: ENG 147
Mathematics 6 credits
Must include MTH 209, equivalent, or higher
Science and Technology 6 credits
Must include: 3 credits in the physical or biological sciences
Humanities 6 credits
B Track must include: HUM 115
Social Science 6 credits
Additional Liberal Arts 3 credits
A Track must include: GEN 201
B Track must include: GEN 127
Interdisciplinary Requirement 9 credits
Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

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

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

Degree Requirements for the AABFN
• Completion of a minimum of 60 credits.
• A minimum grade point average (GPA) of 2.0.
• Students earning the associate en-route to completion of a bachelor degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the associate degree to be eligible for associate conferral.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

Academic Progression Requirements for the AABFN
• Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 as the first course in their program.
• Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, ENG 147, and HUM 115
• With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education course requirements may be satisfied by any of the following means:
  • University of Phoenix course work,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• Concurrent enrollment is prohibited during any of the courses in the standard pathway (B Track).
• Accelerated Pathway (A Track) students may not enroll in GEN 127, ENG 147, or HUM 115 to satisfy programmatic prerequisites, general education or elective requirements.
• Continuously enrolled students will not be required to enroll in the standard pathway (B Track) courses upon the program/program version change.
• Students who previously completed GEN 101, GEN 195, GEN 200, or GEN 300 and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
• Students may not complete any of the standard pathway (B Track) courses via Directed Study.
• All undergraduate students must satisfy math and English proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the AABFN
• Students in this program may waive a maximum of 6 credits from their required course of study.

Course Descriptions for the AABFN
BUS 211 .................................................................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.

COM 295 .................................................................3 credits

Business Communications
This course introduces students to the foundations of communication in a business setting. After completion of this course, students
will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.

QNT 275 ................................................................. 3 credits

Statistics for Decision Making
This course introduces the techniques used for the visualization of numerical data and descriptive statistics in business. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display qualitative and quantitative business data, interpret numerical business data using measures of central tendency and dispersion, apply fundamental concepts probability theory for inferential decision making for business, and perform a linear regression for trend analysis.

BIS 220 ................................................................. 3 credits

Introduction to Computer Applications and Systems
This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.

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.

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.

ENG 147 ................................................................. 3 credits

University Writing Essentials
This is a course in developing foundational skills necessary for effective and appropriate academic writing. This course reviews the fundamentals of grammar, writing mechanics, style, and proper documentation of sources.

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.

HUM 115 ................................................................. 3 credits

Critical Thinking in Everyday Life
This is a critical thinking skills course focusing on developing the necessary tools and skills to analyze problems, make decisions, formulate well-supported points of view on key academic, social, and professional issues.

GEN 201 ................................................................. 3 credits

Foundations for University Success
This course transitions students through the foundations of study at University of Phoenix. Students develop personal strategies for achieving educational goals; and develop skills in critical thinking, collaboration, and communication.

GEN 127 ................................................................. 3 credits

University Studies for Success
This is an academic course focusing on the essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at University of Phoenix. The course develops and applies academic standards, practical knowledge, and study skills immediately relevant to first-year university students.


The following Bachelor of Science in Business (BSB) program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Business (BSB) undergraduate degree program is designed to prepare graduates with the requisite knowledge, skills, and values to effectively apply various business principles and tools in an organizational setting. The BSB foundation is designed to bridge the gap between theory and practical application, while examining the areas of accounting, critical thinking and decision-making, economics, finance, business law and ethics, management, marketing, organizational behavior, business statistical techniques, and information systems. 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**

**Communications, 3 total credits**
- COM 295 ~ .................................................................3 credits
  Business Communications

**Business Information Systems, 3 total credits**
- BIS 220 ~ .................................................................3 credits
  Introduction to Computer Applications and Systems

**Management, 6 total credits**
- PHL 320 ~ .................................................................3 credits
  Critical Thinking and Decision Making in Business
- MGT 312 ~ .................................................................3 credits
  Organizational Behavior for Managers

**Accounting, 6 total credits**
- ACC 290 ~ .................................................................3 credits
  Principles of Accounting I
- ACC 291 ~ .................................................................3 credits
  Principles of Accounting II

**Economics, 6 total credits**
- ECO 365 ~ .................................................................3 credits
  Principles of Microeconomics
- ECO 372 ~ .................................................................3 credits
  Principles of Macroeconomics

**Finance, 3 total credits**
- FIN 370 ~ .................................................................3 credits
  Finance for Business

**Marketing, 3 total credits**
- MKT 421 ~ .................................................................3 credits
  Marketing

**Business Statistics, 3 total credits**
- QNT 275 ~ .................................................................3 credits
  Statistics for Decision Making

**Business Capstone, 3 total credits**
- BUS 475 ~ .................................................................3 credits
  Integrated Business Topics

**BSB Upper Division Business/Management Electives, 18 total credits**

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

**General Information for the BSB**

- First time attendees with the University will be admitted with condition to this program according to the risk free period policy.
- Applicants who have not previously completed an associate degree at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who have completed an associate degree at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track).

**En-Route Credentials for the BSB**

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree, lower division certificate, and/or upper division certificate. Listed below are all of the possible en-route credentials:
  - CERT/BKPN
  - CERT/RETM
  - CERT/BADM
  - CERT/DMKT
  - CERT/FINP
  - CERT/MKT
  - CERT/OPS
  - CERT/SMGT
  - CERT/SBE
  - CERT/SCM
  - CERT/PMT
  - CERT/HRM
  - CERT/MGT
  - CERT/HPM
  - AABFN
  - AAACCT
  - AAACCTC
  - AARETM
  - AARETMC

To see the full description of en-route credentials, please see the Professional Programs section of the catalog.

- Students may apply for conferment of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement
  - Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

**Additional Admission Requirements for the BSB**

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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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.
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Business

General Education Requirements for the BSB
A minimum of 45 of the 120 credits must be in the general education areas approved by the University.
- Liberal Arts Component 36 credits
  - Communication Arts 6 credits
    - A Track must include: COMM 215, equivalent or higher
    - B Track must include: ENG 147
  - Puerto Rico students may not use conversational English to satisfy Communication Arts.
  - Mathematics 6 credits
    - Must include MTH 209 or higher
  - Science and Technology 6 credits
    - Must include at least three (3) credits in the physical or biological sciences
  - Humanities 6 credits
    - B Track must include: HUM 115
- Social Science 6 credits
  - Additional Liberal Arts 6 credits
    - A Track must include: GEN 201
    - B Track must include: GEN 127
  - Interdisciplinary Component 9 credits
    - Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

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

Academic Progression Requirements for the BSB
- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 as the first course in their program.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, ENG 147 and HUM 115.
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- Concurrent enrollment is prohibited during any of the courses in the standard pathway (B Track).
- Accelerated Pathway (A Track) students may not enroll in GEN 127, ENG 147, or HUM 115 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students will not be required to complete the Pathway Diagnostic upon a program/program version change and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed GEN 101, GEN 195, GEN 200, US 101, or GEN 300 and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the standard pathway (B Track) courses via Directed Study.
- All undergraduate students must satisfy math and English proficiencies prior to enrolling in any course that requires math or English as a prerequisite.
- Students transferring to University of Phoenix into an undergraduate Bachelor of Science in Business degree program with a previously completed Associate degree in Business under Direct Transfer Agreement (DTA) provisions from a Community or Technical College in the state of Washington will be considered as satisfying their lower division elective and general education requirements making the student Required Course of Study ready at University of Phoenix. Students utilizing 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 policy sections for their Bachelor of Science in Business degree program.

Additional Residency Requirements and Course Waivers for the BSB
- Students in this program may waive a maximum of 15 upper division credits from their required course of study.
- Students may also waive twelve (12) lower division credits from the required course of study.
- The 18 credit Upper Division Business/Management Elective requirement may be satisfied by any of the following means:
  - Upper Division University of Phoenix Business/Management coursework.
  - Upper Division Certificate approved in the student’s state or jurisdiction.
  - 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.
- The following course(s) may not be waived: BUS 475

Course Descriptions for the BSB
COM 295.................................................................................. 3 credits

Business Communications
This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross-cultural, and multina-
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.

Statistics for Decision Making
This course introduces the techniques used for the visualization of numerical data and descriptive statistics in business. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display qualitative and quantitative business data, interpret numerical business data using measures of central tendency and dispersion, apply fundamental concepts of probability theory for inferential decision making for business, and perform a linear regression for trend analysis.

Principles of Accounting I
This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

Principles of Accounting II
This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.

Critical Thinking and Decision Making in Business
This course addresses foundational skills in the analysis, synthesis, prescription, and application of critical thinking and decision making in business environments. Emphasis is placed on thinking critically, creatively, and ethically, and decision making outcomes.

Ethical and Legal Topics in Business
This course provides students with an overview of the legal, ethical, and related statutory and regulatory environment in which businesses, organizations, and individuals function. After completion of this course, students will be able to understand the general structure of the court systems in the United States, describe the alternative means of resolving disputes and their respective advantages and disadvantages, evaluate the frameworks for regulatory compliance and corporate social responsibility, examine the principle areas of commercial law, and understand the impact of technology on intellectual property rights.

Principles of Microeconomics
This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

Principles of Macroeconomics
This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

Organizational Behavior for Managers
This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, describe the relationship between job fit, job satisfaction, and job performance, and the relationship between the human resource function and organizational development.

Marketing
This course involves an analysis of the role of marketing within the organization. Other topics include analyzing consumer behavior, identifying marketing variables, creating marketing strategies, and describing challenges of international marketing issues.

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.

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.

University Writing Essentials
This is a course in developing foundational skills necessary for effective and appropriate academic writing. This course reviews
the fundamentals of grammar, writing mechanics, style, and proper documentation of sources.

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.

HUM 115 .................................................. 3 credits

Critical Thinking in Everyday Life

This is a critical thinking skills course focusing on developing the necessary tools and skills to analyze problems, make decisions, formulate well-supported points of view on key academic, social, and professional issues.

GEN 201 .................................................. 3 credits

Foundations for University Success

This course transitions students through the foundations of study at University of Phoenix. Students develop personal strategies for achieving educational goals; and develop skills in critical thinking, collaboration, and communication.

GEN 127 .................................................. 3 credits

University Studies for Success

This is an academic course focusing on the essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at University of Phoenix. The course develops and applies academic standards, practical knowledge, and study skills immediately relevant to first-year university students.

The Bachelor of Science in Business

The following Bachelor of Science in Business (BSB) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

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

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

BSB Program Category Requirements - A Track and B Track

Introductory Course, 3 total credits

GEN 200 (For A Track only) .................................................. 3 credits

Foundations for General Education and Professional Success

GEN 195 (For B Track only) .................................................. 3 credits

Foundations of University Studies

Communications, 3 total credits

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-a.

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
ETH 355 ......................................... 3 credits
Understanding Ethics
OIE 430 .......................................... 3 credits

Innovation for the 21st Century

PHL 410 ........................................... 3 credits

Classical Logic

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-sm.

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 499 ~ ............................................................... 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
- MGT 441 ~ .......................................................... 3 credits
  Business Models in Early-stage Enterprises
- MKT 442 ~ .......................................................... 3 credits
  Market Discovery and Validation in Early-stage Enterprises
- BUS 443 ~ .......................................................... 3 credits
  Implementing Entrepreneurship in Early-stage Enterprises

**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
University of Phoenix, 2013-2014

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
ETH 355 ~.................................................................................3 credits
Understanding Ethics
OI 370 ~ ....................................................................................3 credits
Innovation for the 21st Century
PHL 410 ~.................................................................................3 credits
Classical Logic
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
BRM 353 ~ ................................................................................3 credits
Product and Brand Management
MKT 411 ~................................................................................3 credits
Green Marketing
MKT 431 ~................................................................................3 credits
Small Business Marketing
MKT 441 ~................................................................................3 credits
Marketing Research
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 profes-

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sional certification.
For more information about our graduation rates, the median debt
of students who completed the program, and other important
information, please visit our website at http://www.phoenix.edu/
programs/bsb-pm.
CPMGT 300 ~ .......................................................................... 3 credits
Project Management
CPMGT 301 ~ .......................................................................... 3 credits
Strategic Portfolio and Project Management
CPMGT 302 ~ .......................................................................... 3 credits
Procurement and Risk Management
CPMGT 303~ ........................................................................... 3 credits
Project Estimating and Control Techniques
CPMGT 305 ~ .......................................................................... 3 credits
Project Management Capstone
Public Sector 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


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.

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

Degree Requirements for the BSB
- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 45 upper division credits
  - A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  - A minimum program grade point average (GPA) of 2.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Bachelor of Science in Business

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

Communication Arts Requirement(s) 6 credits
- A Track must include: COMM 215, equivalent or higher
- B Track must include: COM 170 and COM 172

Mathematics Requirement(s) 6 credits
- Must include MTH 209 or higher

Science & Technology Requirement(s) 6 credits
- A Track must include: SCI 163
- Must include at least three (3) credits in the physical or biological sciences

Humanities Requirement(s) 6 credits
- B Track must include: HUM 114

Social Science Requirement(s) 6 credits
- B Track must include: PSY 211

Additional Liberal Arts Requirement(s) 6 credits
- Interdisciplinary Requirement(s) 18 credits
- B Track must include: FP 120

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

General Education Requirements for the BSB for Arkansas Students
- A minimum of 54 of the 120 credits must be in the general educa-
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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
- A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
- 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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.
- Students transferring to University of Phoenix into an undergraduate Bachelor of Science in Business degree program with a previously completed Associate degree in Business under Direct Transfer Agreement (DTA) provisions from a Community or Technical College in the state of Washington will be considered as satisfying their lower division elective and general education requirements making the student Required Course of Study ready at University of Phoenix. Students utilizing 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 policy sections for their Bachelor of Science in Business degree program.

Additional Residency Requirements and Course Waivers for the BSB

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. The following courses in the required course of study may not be waived: ACC 497, BPA 406, BUS 475, CPMGT 305, FIN 486, GBM 489, GEN 195, GEN 200, HRM 484, 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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 365</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ETH 316</td>
<td>Ethics and Social Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>ACC 290</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>MGT 230</td>
<td>Management Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>BIS 220</td>
<td>Introduction to Computer Applications and Systems</td>
<td>3</td>
</tr>
<tr>
<td>LAW 421</td>
<td>Contemporary Business Law</td>
<td>3</td>
</tr>
<tr>
<td>QNT 351</td>
<td>Quantitative Analysis for Business</td>
<td>3</td>
</tr>
<tr>
<td>MKT 421</td>
<td>Marketing</td>
<td>3</td>
</tr>
<tr>
<td>RES 351</td>
<td>Business Research</td>
<td>3</td>
</tr>
<tr>
<td>BUS 475</td>
<td>Integrated Business Topics</td>
<td>3</td>
</tr>
<tr>
<td>MGT 311</td>
<td>Organizational Development</td>
<td>3</td>
</tr>
<tr>
<td>MGT 311</td>
<td>Organizational Development</td>
<td>3</td>
</tr>
<tr>
<td>ACC 291</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ETH 316</td>
<td>Ethics and Social Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>ECO 372</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

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, transfer of information, and how information is used across different industries.

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.

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.

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.

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.

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.

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.
assessment of individual outcomes to determine content mastery.

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

**Essentials of College Writing**

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

**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 Professional Development**

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

**GEN 300 ...................................................................................3 credits**

**Skills for Lifelong Learning**

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

**MTH 209 ...................................................................................3 credits**

**College Mathematics II**

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

**MTH 220...................................................................................3 credits**

**College Algebra**

This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

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

**Introductory Chemistry**

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

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

**Fundamentals of Physics**

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

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

**The American Experience Since 1945**

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

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

**State and Local Political Processes**

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

**Course Descriptions for the Accounting Concentration**

**ACC 349 ..................................................................................3 credits**

**Cost Accounting**

This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.

**ACC 421 ..................................................................................3 credits**

**Intermediate Financial Accounting I**

This course examines the conceptual framework of accounting, including cash versus accrual accounting, the income statement and balance sheet, the time value of money, revenue recognition, statement of cash flows and full disclosure issues.

**ACC 422 ..................................................................................3 credits**

**Intermediate Financial Accounting II**

This course is the second of the three part series of courses related to intermediate accounting. This section examines the balance sheet in more detail, including intangible assets, current liabilities and contingencies, long-term liabilities, stockholder's equity, and earnings per share. The course finishes with a look at investments.
and revenue recognition. Intertwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 423 ................................................................. 3 credits

Intermediate Financial Accounting III

This course is the third of a three-part series of courses related to intermediate accounting. This course examines owner’s equity, investments, income taxes, pensions and post-retirement benefits, as well as changes and error analysis. The course finishes with a look at derivative instruments. Intertwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 497 ................................................................. 3 credits

Advanced Topics in Accounting Research

This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.

Course Descriptions for the Administration Concentration

ACC 400 ................................................................. 3 credits

Accounting for Decision Making

This course concentrates on effective decision making as it relates to financial activities in a business enterprise. Course topics will include financial assets, liabilities, equity, business operations, financial management, and financial statement analysis. Students will have the necessary analytical tools to enhance business operations.

MGT 448 ................................................................. 3 credits

Global Business Strategies

The manager’s perspective in the fields of international payments, international trade, and investments are analyzed. Emphasis is given to the materials and concepts that illuminate the strategies, structure, practices, and effects of multinational enterprises.

ACC 340 ................................................................. 3 credits

Accounting Information Systems I

This course is designed to provide accounting students with the proper mix of technical information and real-world applications. Areas of study include fundamental concepts and technologies, (what computers can do for business), the Internet, intranets electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer/human synergy.

BSA 375 ................................................................. 3 credits

Fundamentals of Business Systems Development

This course introduces the logical and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. Systems Development Life Cycle (SDLC) will be fundamental to the course.

EBUS 405 ................................................................. 3 credits

e-Business Technologies

This course examines the Internet and provides an integration of information technology subjects. Topics include the facilities, services, and trends of the Internet. The functions of information technology that support e-business are emphasized.

ISCOM 472 ............................................................. 3 credits

Lean Enterprise

This course provides an overview of lean manufacturing practices within a company and its supply chain. It addresses fundamental practices including flowcharting of business processes, collection and analysis of process performance data and the removal of those activities that are determined to be wasteful or non-essential.

MKT 441 ................................................................. 3 credits

Marketing Research

This course covers basic research methodology applied to marketing issues. Students study methods and techniques for collection, analysis, and interpretation of primary and secondary data for customer and business marketing.

MGT 437 ................................................................. 3 credits

Project Management

This course examines project management roles and environments, the project life cycle, and various techniques of work, planning, control, and evaluation for project success.

ETH 355 ................................................................. 3 credits

Understanding Ethics

This is an advanced course in moral philosophy, or ethics. Through a critical survey of theory and application, these courses examine the frameworks of moral judgment (e.g. cultural relativism, subjectivism); historically important theoretical approaches to ethics; and consider a wide variety of important moral issues such as war, animal rights, abortion, and euthanasia. (Honors Credit Only).

OJ 370 ................................................................. 3 credits

Innovation for the 21st Century

This course covers the impact of innovation on organizations. In this course students will apply innovation strategies, processes, and theories to help propel an organization into the 21st century. Topics will include managing innovation process, organizational culture for innovation, and leadership of innovation.

PHL 410 ................................................................. 3 credits

Classical Logic

This is a systematic course in the use of argument and logic in formal constructs. As logic is applied in various aspects of human reasoning including from deductive inference to mathematical proofs, this course will demonstrate the skills of deduction, validity, and symbols to determine the strengths and soundness of argument and conclusions.

Course Descriptions for the Finance Concentration

FIN 419 ................................................................. 3 credits

Finance for Decision Making

This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.

FIN 486 ................................................................. 3 credits

Strategic Financial Management

This course gives students the opportunity to integrate previously learned finance and accounting concepts and practices to contemporary business strategies, while improving financial decision-making and problem-solving skills. In addition, students will
examine real-world financial management scenarios in order to apply best practices resulting in increased value for various types of organizations.

FIN 366 3 credits

Financial Institutions
This course will cover financial institutions such as insurance companies, commercial banks, investment banks and savings and loan associations. The risks facing financial institutions and how to measure and manage those risks are analyzed.

FIN 375 3 credits

Financial Management in the Small Business
This course focuses on the role that financial management plays in the development and sustainability of a small business. This course provides a detailed review of forecasting, budgeting, daily cash flow management techniques and monitoring financial performance in small business operations. Specifically, students will address funding, venture capital, and debt management, cash-flow management, financial planning, and capital budgeting.

FIN 402 3 credits

Investment Fundamentals and Portfolio Management
This course covers the theories and practices of investments including financial markets, risk and return, securities, asset allocation and diversification. Students will utilize analytical techniques available in the investment planning and selection process in the environment in which investment decisions are made. Students will apply finance models and investment strategies to analyze and manage investments for various types of organizations.

FIN 410 3 credits

Working Capital Management
Working Capital Management This course covers the basics of working capital management with emphasis on how firms manage current assets and liabilities to ensure the organization has sufficient cash to pay day-to-day bills and meet short-term obligations. The balance between risk and return is emphasized. Some of the basic techniques of financial forecasting, accounts receivable and inventory management will also be explored.

FIN 415 3 credits

Corporate Risk Management
This course will provide students with the elements of corporate risk management in a competitive business environment. Emphasis will be placed on the identification, measurement, management, and planning aspects of risk management, as well as trends and developments in the business environment. Insurance considerations in corporate risk management will also be addressed. Students will utilize newly acquired knowledge and techniques to develop a corporate risk management plan that will maximize value for the organization and stakeholders.

FIN 420 3 credits

Personal Finance
This course provides an introduction to personal financial planning. Personal financial goals are examined with a focus on investment risk and returns, markets, and analysis tools useful in assessing financial situations.

FIN 444 3 credits

Mergers, Acquisitions, and Corporate Restructuring
This course prepares students to analyze merger and acquisition (M&A) opportunities in ways that will maximize corporate value and shareholder wealth in a competitive market environment. Spec-

FIN 467 3 credits

Real Estate Investment
This course explores the techniques of real estate investment analysis, including financing, taxes, and decision making criteria in today’s real estate investment environment.

Course Descriptions for the Global Management 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.

HRM 350 3 credits

International Human Resource Management
This course is an overview of international human resources management practices with emphasis on human resources challenges and opportunities facing global business enterprises. Students will examine human resources management in the global business environment. Upon completion of this course, students will be able to identify, and evaluate global HR strategies and practices to increase organizational effectiveness and efficiency.

ISCOM 383 3 credits

Global Value Chain Management
This course describes value chain activities between buyers and sellers in international business. Emphasis is placed on global sourcing, procurement of materials and services, and on business-to-business cultural differences between countries.

GBM 489 3 credits

Strategic Topics in Global Business Management
This course applies the principles of international trade, global monetary systems, international organizations, and economic development to make effective strategic business decisions. Emphasis is placed on utilizing improved strategic thinking and decision-making capabilities in the global environment.

Course Descriptions for the Sustainable Enterprise Management Concentration
MGT 360 3 credits

Green and Sustainable Enterprise Management
This course provides an overview of sustainable management techniques from an economic, social, and corporate environmental responsibility perspective. Special emphasis is placed on production principles, innovative and sustainable practices, and the importance of managing the bottom line in business.

MGT 470 3 credits

Sustainable Enterprise Planning
This course provides an integrative discussion on sustainable enterprise planning. Special emphasis is placed on applying environmental science, systems analysis, environmental economics,
resource allocation, and the regulatory environment to developing a sustainable business plan for the future.

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.

MKT 441 ................................................................................... 3 credits

Business Models in Early-stage Enterprises
This course provides an overview of business models for early-stage entrepreneurial ventures in all industries, including those in green industries and clean technology. Emphasis is placed on designing a competitive early-stage enterprise business model, the competing interests of stakeholders, the use of triple bottom line measures to guide enterprise design, forms of ownership, intellectual property, and exploring financing options—both private and public.

MKT 442 ................................................................................... 3 credits

Market Discovery and Validation in Early-stage Enterprises
This course applies entrepreneurial approaches to the discovery and validation of markets in all industries for early-stage entrepreneurial ventures, including those in green industries and clean technology. Emphasis is placed on iterative approaches for product design; validation of customer needs in an early-stage entrepreneurial setting; and early-stage enterprise marketing needs and trends.

BUS 443 ................................................................................... 3 credits

Implementing Entrepreneurship in Early-stage Enterprises
This course focuses on the implementation of lean business models in entrepreneurial ventures in all industries, including those in green industries and clean technology. This includes the strategic application of financial planning, capital management, marketing, people management, and leadership as a means to reduce start-up risk. Emphasis is placed on adapting the business plan to the realistic needs of an early-stage owner and entrepreneur.

Course Descriptions for the Human Resource Management Concentration

HRM 300 ................................................................................... 3 credits

Fundamentals of Human Resource Management
This course 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 employment issues 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.

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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 behaviors, 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.

OIF 361 ................................................................. 3 credits

Innovation, Design, and Creativity for a Competitive Advantage
This course will provide students with a solid foundation in innovation, design, and creativity. Additionally, students will be prepared to apply relevant principles, tools, and techniques to promote and sustain organizational innovation for competitive advantage.

ETH 355 ................................................................. 3 credits

Understanding Ethics
This is an advanced course in moral philosophy, or ethics. Through a critical survey of theory and application, these courses examine the frameworks of moral judgment (e.g., cultural relativism, subjectivism); historically important theoretical approaches to ethics; and consider a wide variety of important moral issues such as war, ani-
personal communication on the Internet. The dynamic changes that have brought to the fore, and in some cases caused, will be highlighted.

MKT 343 ................................................................................... 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.

MKT 498 ................................................................................... 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.

BRM 353 ................................................................................... 3 credits

Product and 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.

MKT 411 ................................................................................... 3 credits

Green Marketing
This course applies the principles of sustainability and the philosophy of being environmentally green to the area of marketing. Special emphasis is placed on sustainable product design; awareness and cause marketing; public relations and green-washing; and emerging going-green marketing trends.

MKT 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 techniques of evaluating opportunities, creating value, and developing effective pricing and advertising strategies.

MKT 441 ................................................................................... 3 credits

Marketing Research
This course covers basic research methodology applied to marketing issues. Students will study methods and techniques for collection, analysis, and interpretation of primary and secondary data for consumer business marketing.

Course Descriptions for the Project Management Concentration
CPMGT 300 ................................................................................... 3 credits

Project Management
This course examines project management roles and environments, the project life cycle, and various techniques of work planning, and control and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft® Project® software.

CPMGT 301 ................................................................................... 3 credits

Strategic Portfolio and Project Management
This course provides students with insight into the management of an organization’s strategic project portfolio. Students will learn the value of aligning a project’s goals and objectives with the organization’s strategies and stakeholders’ interests. In addition, this course will illustrate how project teams are used to accomplish continuous improvement and to facilitate change within the organization. Students will also examine the characteristics of global and virtual project management.

CPMGT 302 ................................................................................... 3 credits

Procurement and Risk Management
This course explores the procurement planning process, contracting methods and phases, outsourcing, contract administration, and the external environment of the procurement management processes. The course also addresses risk management applied to both project and procurement management processes.

CPMGT 303 ................................................................................... 3 credits

Project Estimating and Control Techniques
To be successful, project managers must analyze alternative project decisions by relying heavily on project estimating and control tools and techniques. This course provides students with the skills
required to plan, baseline, monitor, analyze, and evaluate project performance. Students work in groups to analyze program parameters and work situations.

CPMT 305

Project Management Capstone

This course is the capstone of the Professional Certificate in Project Management. Students will demonstrate project management skills learned via the preparation of a project plan and presentation of that plan to the executive board in a role-play environment. Key project management concepts and processes studied in the prior five courses will be integrated and applied to the class project.

Course Descriptions for the Public Sector Concentration

BPA 303

Public Programs: Implementation and Evaluation in a Dynamic Environment

This course focuses on the implementation of public policy decisions through the identification and development of specific methods for servicing the public good. It incorporates an emphasis on intergovernmental relations and the increasing use of private resources in the service delivery system. A strong emphasis is placed on evaluating both the delivery processes and service outcomes as a means to continuously improve service delivery effectiveness.

BPA 406

The Public Leader: Integration and Application

This course is intended to synthesize the concepts and theories covered in previous public administration courses and deepen the student’s understanding of the challenges and complexities facing and public leader. Student will explore the leadership styles of successful national, state, and local leaders to integrate and apply the principles and practices of public administration in a real world setting.

BPA 301

Foundations of Public Administration

This course serves as an introduction to the study of public administration. During this course, the student will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. Students will become familiar with the complex issues facing local, state, and federal public administrators today.

HRM 330

Human Resources and Labor Relations in Public Service

This course explores the changing civil service system within the rich, varied and pluralistic public service of today. Course topics will include recruiting, staffing, employee retention, performance management, compensation, benefits, and promotion. Labor relations, with and without a collective bargaining agreement will be studied. Students will study the resolution of disagreements using alternative dispute resolution systems designed to advance the public purpose.

FIN 380

Financial Management of Non-Profit Organizations

Financial Management of Non-Profit Organizations This course emphasizes the utilization of key financial concepts to effectively obtain desired goals and objectives by non-profit organizations in the private, public, and the international arenas. While profit oriented entities focus on maximizing shareholder’s wealth, non-profit organizations are concerned with deriving maximum benefit for each dollar expended on a charitable endeavor. The centrality of finance to achieve such goal will be thoroughly explored.

ACC 460

Government and Non-Profit Accounting

This course covers fund accounting, budget and control issues, revenue and expense recognition and issues of reporting for both government and non-profit entities.

MKT 438

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

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

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

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

Small Business Marketing

Knowing your customer, growing your customer base and creating a customer 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

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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OI 365</td>
<td>Knowledge Management and Intellectual Capital</td>
<td>3 credits</td>
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<tr>
<td></td>
<td><strong>Course Description:</strong> 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.</td>
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<tr>
<td></td>
<td><strong>Organization Innovation Integrated Project</strong></td>
<td>3 credits</td>
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<td></td>
<td><strong>Course Description:</strong> This project-based course integrates knowledge and skills from previous organizational innovation coursework and requires business students to demonstrate their innovative, creative, and inspirational capacity to solve a real life business problem or opportunity. Using design principles, practices, and theory, students will be asked to create innovative solutions to problems or opportunities in the areas of strategy, process, product, and service.</td>
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<tr>
<td>BRM 355</td>
<td>Product Brand Management</td>
<td>3 credits</td>
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<tr>
<td></td>
<td><strong>Course Description:</strong> 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.</td>
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<tr>
<td>MGT 356</td>
<td>Retail Personnel Management</td>
<td>3 credits</td>
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<td></td>
<td><strong>Course Description:</strong> 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.</td>
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<tr>
<td>HM 322</td>
<td>Gaming Management</td>
<td>3 credits</td>
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<td></td>
<td><strong>Course Description:</strong> This course provides an overview of the business practices and principles unique to the gaming industry. This includes an overview of the history and evolution of gaming, different venues, and the business implications of the economic and social impact of the industry. Special emphasis is placed on legal, ethical, and social issues related to gaming entertainment as a business entity.</td>
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<tr>
<td>HM 370</td>
<td>Hospitality Management</td>
<td>3 credits</td>
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<td></td>
<td><strong>Course Description:</strong> 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.</td>
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<tr>
<td>MGT 371</td>
<td>Lodging Management</td>
<td>3 credits</td>
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<td></td>
<td><strong>Course Description:</strong> This course provides students with the opportunity to examine various lodging options within the hospitality industry from a managerial perspective. Special emphasis will be placed on guest services and on room division management.</td>
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<tr>
<td>MGT 372</td>
<td>Food and Beverage Management</td>
<td>3 credits</td>
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<td></td>
<td><strong>Course Description:</strong> This course focuses on operating and strategic challenges facing managers in the food and beverage industry. Topics include cost control, forecasting, food safety, service standards, and staffing. Students will learn to utilize managerial tools to make sound business decisions in a food and beverage organization.</td>
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<tr>
<td>GEN 195 (For B Track only)</td>
<td>Foundations for General Education and Professional Success</td>
<td>3 credits</td>
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<tr>
<td>GEN 200(For A Track only)</td>
<td>Foundations of University Studies Communications, 3 total credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>BCOM 275</td>
<td>Business Communications and Critical Thinking</td>
<td>3 credits</td>
</tr>
<tr>
<td>ISCOM 354</td>
<td>Business Information Systems, 3 total credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>MGT 230 ~</td>
<td>Management, 6 total credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>MGT 311 ~</td>
<td>Organizational Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIS 220 ~</td>
<td>Introduction to Computer Applications and Systems Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>GEN 200(For A Track only)</td>
<td>Foundations for General Education and Professional Success</td>
<td>3 credits</td>
</tr>
<tr>
<td>GEN 195 (For B Track only)</td>
<td>Foundations of University Studies Communications, 3 total credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>BCOM 275</td>
<td>Business Communications and Critical Thinking</td>
<td>3 credits</td>
</tr>
<tr>
<td>ISCOM 354</td>
<td>Business Information Systems, 3 total credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>MGT 230 ~</td>
<td>Management, 6 total credits</td>
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</tr>
</tbody>
</table>

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.

The following Bachelor of Science in Business (BSB) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

BSB Program Category Requirements - A Track and B Track

Introductory Course, 3 total credits
- GEN 200(For A Track only) ~ Foundations for General Education and Professional Success
- GEN 195 (For B Track only) ~ Foundations of University Studies Communications, 3 total credits

Business Information Systems, 3 total credits
- BIS 220 ~ Introduction to Computer Applications and Systems Management, 6 total credits
- MGT 230 ~ Management, 6 total credits
- MGT 311 ~ Organizational Development
- Accounting, 6 total credits
- BIS 220 ~ Introduction to Computer Applications and Systems Management, 6 total credits
- MGT 230 ~ Management, 6 total credits
- MGT 311 ~ Organizational Development
- Accounting, 6 total credits

University of Phoenix, 2013-2014

UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS
Accounting Emphasis

The Accounting Emphasis promotes identification with and orientation to the accounting profession and is designed to provide knowledge skills, and abilities necessary for a career in accounting. Core competencies in technology, critical thinking, and communication are emphasized throughout the curriculum. The program also utilizes specific accounting problem-solving software to provide students with practical knowledge of the accounting field. Students have broad exposure to varied business disciplines, including management, organizational behavior, economics, and finance, and learn how the general manager integrates these disciplines to meet the strategic goals of the organization.

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

**Course Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 290</td>
<td>Principles of Accounting I</td>
<td>3 credits</td>
</tr>
<tr>
<td>ACC 291</td>
<td>Principles of Accounting II</td>
<td>3 credits</td>
</tr>
<tr>
<td>ACC 421</td>
<td>Intermediate Financial Accounting I</td>
<td>3 credits</td>
</tr>
<tr>
<td>ACC 422</td>
<td>Intermediate Financial Accounting II</td>
<td>3 credits</td>
</tr>
<tr>
<td>ACC 423</td>
<td>Intermediate Financial Accounting III</td>
<td>3 credits</td>
</tr>
<tr>
<td>ECO 372</td>
<td>Principles of Macroeconomics</td>
<td>3 credits</td>
</tr>
<tr>
<td>ECO 365</td>
<td>Principles of Microeconomics</td>
<td>3 credits</td>
</tr>
<tr>
<td>LAW 421</td>
<td>Contemporary Business Law</td>
<td>3 credits</td>
</tr>
<tr>
<td>FIN 370</td>
<td>Finance for Business</td>
<td>3 credits</td>
</tr>
<tr>
<td>MKT 421</td>
<td>Marketing</td>
<td>3 credits</td>
</tr>
<tr>
<td>RES 351</td>
<td>Business Research</td>
<td>3 credits</td>
</tr>
<tr>
<td>QNT 351</td>
<td>Quantitative Analysis for Business</td>
<td>3 credits</td>
</tr>
<tr>
<td>BUS 475</td>
<td>Integrated Business Topics</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Students must choose three of the following courses:

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</thead>
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<td>Contemporary Business Law</td>
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<td>MKT 421</td>
<td>Marketing</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Advanced Topics in Accounting Research**

The BSB/ACC may not educationally qualify graduates to sit for the CPA exam in some states. To the extent that a student intends to sit for the CPA examination, the student should consult with the applicable board of examiners in the state or states in which the individual intends to sit for the examination to determine the precise educational and other requirements, including the acceptability of the University’s BSB/ACC.

**Administration Emphasis**

The Business Administration emphasis is designed for the working professional employed in a business or public organization. The major coursework emphasizes quantitative skills and is designed to enable graduates to deal effectively with an increasingly complex business environment. The administration emphasis examines the areas of operations management, project management, economics, accounting, finance, and strategic management.

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

**Course Requirements**

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<tr>
<th>Course Code</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 340</td>
<td>Accounting Information Systems I</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSA 375</td>
<td>Fundamentals of Business Systems Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>EBUS 405</td>
<td>E-Business Technologies</td>
<td>3 credits</td>
</tr>
<tr>
<td>ISCOM 472</td>
<td>Lean Enterprise</td>
<td>3 credits</td>
</tr>
<tr>
<td>MKT 441</td>
<td>Marketing Research</td>
<td>3 credits</td>
</tr>
<tr>
<td>MGT 437</td>
<td>Project Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>ETH 355</td>
<td>Understanding Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>OI 370</td>
<td>Innovation for the 21st Century</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Finance Emphasis**

The Finance Emphasis emphasizes fundamental and advanced financial concepts, theories, and practices to promote well-informed financial decision making. The Finance Emphasis 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 Emphasis

The Global Business emphasis emphasizes fundamental principles and practices of conducting global business activities. Components include: international marketing, international trade and investment, global finance, global human resource management, and global value-chain management. Students will integrate advanced topics in global business through real-life applications. The program promotes the development of a "global mindset" and reflects the dynamic nature of global business realities.

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

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 Emphasis

The Sustainable Enterprise Management emphasis 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
MKT 441 ~ ................................................................. 3 credits
Business Models in Early-stage Enterprises
MKT 442 ~ ................................................................. 3 credits
Implementing Entrepreneurship in Early-stage Enterprises

Human Resource Management Emphasis

The Human Resource Management Emphasis helps students develop an understanding of the fundamentals of human resource management and its strategic relevance in business. The emphasis addresses the legal and ethical components of the decision making process involved in the human resources environment. The Human Resource Management Emphasis introduces students to the basic concepts of human resource management, and allows further study in the areas of employment law, risk management, recruitment and selection of employees, international HR, change management, compensation and benefits, employee development, and performance management. Students will also develop an understanding of the critical business implications for human resource professionals today and in the future. HR practitioners and managers must be equipped with a solid understanding of the fundamentals of human resource management, along with strong skills in the areas of systems thinking, problem solving, influencing, negotiating, communications, and leadership. This program is consistent with generally accepted human resource management principles, including the professional certification knowledge areas.

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

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 Emphasis

The Management Emphasis emphasizes managing human and fiscal resources within the structure, culture, and missions of any organization. The Management Emphasis 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.

MKT 439 ~ ................................................................. 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
BRM 353 ~ ................................................................. 3 credits
Product and Brand Management
MKT 411 ~ ................................................................. 3 credits
Green Marketing
MKT 431 ~ ................................................................. 3 credits
Small Business Marketing
MKT 441 ~ ................................................................. 3 credits
Marketing Research

Project Management Emphasis

The Project Management emphasis focuses on the professional success of its students. It emphasizes real-world application with assignments designed to apply the newfound skills and knowledge to the workplace. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking, self-confidence, and application of project technical and leadership skills on a real-time basis. This program is consistent with generally accepted project management principles, including the project management processes and knowledge areas that lead to professional certification.

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

CPMGT 300 ~ ................................................................. 3 credits
Project Management
CPMGT 301 ~ ................................................................. 3 credits
Strategic Portfolio and Project Management
CPMGT 302 ~ ................................................................. 3 credits
Procurement and Risk Management
CPMGT 303~ ................................................................. 3 credits
Project Estimating and Control Techniques
CPMGT 305 ~ ................................................................. 3 credits
Project Management Capstone

Public Sector Emphasis

The Public Sector emphasis focuses on the efficient and effective utilization of public resources to achieve the public purpose within
a state, local, or not-for-profit environment. The emphasis empha-
sizes the foundations of public policy, program development,
implementation and valuation, human resources and labor rela-
tions, and public finance. Students will develop powerful leadership
skills enabling them to successfully manage complex public
programs.

For more information about our graduation rates, the median debt
of students who completed the program, and other important
information, please visit our website at http://www.phoenix.edu/
programs/bsb-ps.
BPA 303 ~ ................................................................. 3 credits
Public Programs: Implementation and Evaluation in a Dynamic
Environment
BPA 406 ~ ................................................................. 3 credits
The Public Leader: Integration and Application

Students must choose three of the following courses:
BPA 301 ~ ................................................................. 3 credits
Foundations of Public Administration
HRM 330 ~ ................................................................. 3 credits
Human Resources and Labor Relations in Public Service
FIN 380 ~ ................................................................. 3 credits
Financial Management of Non-Profit Organizations
ACC 460 ~ ................................................................. 3 credits
Government and Non-Profit Accounting
MKT 438 ~ ................................................................. 3 credits
Public Relations

Small Business Management & Entrepreneurship Emphasis
The Small Business Management emphasis provides students with a
course framework built around small business planning, financial
management, and integrated business topics on entrepreneurship
and small business management. Within the emphasis, students can elect to study advanced concepts in small business marketing, leadership, family business management, operations management, and business law for entrepreneurs. They may also elect to explore in more depth either small business management or entrepreneurship studies as a function of their emphasis electives. Students graduating with the Small Business Management emphasis will be prepared to address the challenges and opportunities specific to small business management and entrepreneurship.

For more information about our graduation rates, the median debt
of students who completed the program, and other important
information, please visit our website at http://www.phoenix.edu/
programs/bsb-sbe.
MGT 401 ~ ................................................................. 3 credits
The Small Business: Structure, Planning and Funding
MGT 418 ~ ................................................................. 3 credits
Evaluating New Business Opportunities
FIN 375 ~ ................................................................. 3 credits
Financial Management in the Small Business
MKT 431 ~ ................................................................. 3 credits
Small Business Marketing
MGT 465 ~ ................................................................. 3 credits
Small Business and Entrepreneurial Planning

Service Sector Emphasis
The Service Sector emphasis focuses the student on the service
environment. The program emphasizes skill development in strate-
gic management, marketing, supply management, product and
brand management, service operations, merchandising, and per-
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 knowl-
edge 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.
OL 365 ~ ................................................................. 3 credits
Knowledge Management and Intellectual Capital
OL 466 ~ ................................................................. 3 credits
Organizational Innovation Integrated Project

Students must choose three of the following courses:
BRM 353 ~ ................................................................. 3 credits
Product and Brand Management
MGT 356 ~ ................................................................. 3 credits
Retail Personnel Management
HM 322 ~ ................................................................. 3 credits
Gaming Management
HM 370 ~ ................................................................. 3 credits
Hospitality Management
HM 486 ~ ................................................................. 3 credits
Trends and Emerging Issues in Hospitality
ISCOM 354 ~ ............................................................. 3 credits
Retail Operations: Supply Management
MGT 371 ~ ................................................................. 3 credits
Lodging Management
MGT 372 ~ ................................................................. 3 credits
Food and Beverage Management
MGT 373 ~ ................................................................. 3 credits
Events and Recreation Management

Environmental Sustainability Emphasis
This Environmental Sustainability emphasis provides an overview of sustainable practices and applications from the environmental science perspective. Current and historical environmental issues are evaluated by examining the impact these issues have on society and the environment. Sustainable practices are analyzed to determine the relevant course of action for environmental management.

This emphasis is comprised of five categories: energy, business,
agriculture, architecture and green materials, and sustainable eco-
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/bsb-sus.
SUS 300 ~ ................................................................. 3 credits
Environmental Sustainability
ENV 340 ~ ................................................................. 3 credits
Energy and the Environment
SUS 310 ~ ................................................................. 3 credits
Industrial Ecology
SUS 350 ~ ................................................................. 3 credits
Green Building and Urban Planning

Students must choose one of the following courses:
SUS 370 ~ ................................................................. 3 credits
Sustainable Ecosystems
SUS 380 .......................... 3 credits
Sustainable Planning and Land Use
SUS 385 .......................... 3 credits
Sustainable Ocean Use
The University reserves the right to modify the required course of study. Please note that within each state, emphasis availability may vary by campus location.

Additional Admission Requirements BSB
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
• Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSB
• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 45 upper division credits
  • A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  • A minimum program grade point average (GPA) of 2.0.
  • Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
    Bachelor of Science in Business

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

Communication Arts Requirement(s) 6 credits
A Track must include: COMM 215, equivalent or higher
B Track must include: COM 170 and COM 172
Mathematics Requirement(s) 6 credits
Must include MTH 209 or higher
Science & Technology Requirement(s) 6 credits
B Track must include: SCI 163
Must include at least three (3) credits in the physical or biological sciences
Humanities Requirement(s) 6 credits
B Track must include: HUM 114
Social Science Requirement(s) 6 credits
B Track must include: PSY 211
Additional Liberal Arts Requirement(s) 6 credits
Interdisciplinary Requirement(s) 18 credits
B Track must include: FP 120
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

Academic Progression Requirements for the BSB
• All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis courses.
• GEN 195 will be required as the first course in the First-Year Sequence.
• All 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,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
• A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
• 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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the BSB
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.

The following courses in the required course of study may not be waived: ACC 497, BPA 406, BUS 475, CPMGT 305, FIN 486, GBM 489, GEN 195, GEN 200, HRM 498, MGT 420, MGT 465, MGT 470, MGT 488, MGT 498, MKT 498, OI 466, SUS 300

Course Descriptions for the BSB
GEN 200 .................................................................................. 3 credits

Foundations for General Education and Professional Success
This general education course is designed to introduce the inten-
tional 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.

BIS 220 ................................................................. 3 credits

**Business Communications and Critical Thinking**
This course introduces students to the foundations of communication in a business setting. Students will develop skills in critical thinking and decision making through the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics and cross-cultural communications, personal communication styles, solving organizational problems, and the evaluation of an organization's strategic direction.

BCOM 275 ............................................................. 3 credits

**Introduction to Computer Applications and Systems**
This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.

MGT 230 ................................................................. 3 credits

**Management Theory and Practice**
This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.

MGT 311 ................................................................. 3 credits

**Organizational Development**
This organizational behavior course encompasses the study of individual and group behavior in organizational settings. Students will learn to examine their role in an organization. Other topics include strategic elements of organizational behavior, workforce diversity, managing change, effective communication, and performance systems.

ACC 290 ................................................................. 3 credits

**Principles of Accounting I**
This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

ACC 291 ........................................................................................................... 3 credits

**Principles of Accounting II**
This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.

ETH 316 ........................................................................................................... 3 credits

**Ethics and Social Responsibility**
This course provides a foundational perspective for ethics and social responsibility in relationship to individuals, organizations, and the community. Emphasis is placed on the inter-related nature of ethics, morality, legal responsibility, and social issues.

ECO 372 ........................................................................................................... 3 credits

**Principles of Macroeconomics**
This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 365 ........................................................................................................... 3 credits

**Principles of Microeconomics**
This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

LAW 421 ........................................................................................................... 3 credits

**Contemporary Business Law**
This course reviews the US legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. Students will learn to critically examine torts, crimes, and business ethics; contracts; business associations (agency; partnerships, corporations); wills, estates, trusts, and other legal entities; securities regulations; and investor protection.

FIN 370 ........................................................................................................... 3 credits

**Finance for Business**
This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.

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.

RES 351 ........................................................................................................... 3 credits

**Business Research**
This course evaluates the process of conducting business research for improving decision making within an organization. Students
will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.

QNT 351 ................................................................................... 3 credits

**Quantitative Analysis for Business**

This course integrates applied business research and descriptive statistics. Students will learn to apply business research and descriptive statistics in making better business decisions. Other topics include examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings in business and research.

BUS 475 ................................................................................... 3 credits

**Integrated Business Topics**

The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery.

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

**Foundations 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

**Skills for Lifelong Learning**

This 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 and interpretation of statistical findings in business and research.

GEN 300 ................................................................................... 3 credits

**Skills for Professional Development**

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

MTH 209 ................................................................................... 3 credits

**College Mathematics II**

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

MTH 220 ................................................................................... 3 credits

**College Algebra**

This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

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

**Introductory Chemistry**

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

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

**Fundamentals of Physics**

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

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

**The American Experience Since 1945**

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

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

**State and Local Political Processes**

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

**Course Descriptions for the Accounting Emphasis**

**MATH 113: 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: 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.

POL 215: 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.
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 contingent issues, 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 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. 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 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.

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<tr>
<th>Course Descriptions for the Administration Emphasis</th>
<th>Credits</th>
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| 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 449 .................................................. 3 credits  
**Accounting Information Systems I**

This course is designed to provide accounting students with the proper mix of technical information and real-world applications. Areas of study include fundamental concepts and technologies, (what computers can do for business), the Internet, intranets electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer/human synergy.

BSA 375 .................................................. 3 credits  
**Fundamentals of Business Systems Development**

This course introduces the logical and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. Systems Development Life Cycle (SDLC) will be fundamental to the course.

EBUS 405 .................................................. 3 credits  
**e-Business Technologies**

This course examines the Internet and provides an integration of information technology subjects. Topics include the facilities, services, and trends of the Internet. The functions of information technology that support e-business are emphasized.

ISCOM 472 .................................................. 3 credits  
**Marketing Research**

This course covers basic research methodology applied to marketing issues. Students study methods and techniques for collection, analysis, and interpretation of primary and secondary data for customer and business marketing.

MKT 441 .................................................. 3 credits  
**Marketing Research**

This course covers basic research methodology applied to marketing issues. Students study methods and techniques for collection, analysis, and interpretation of primary and secondary data for customer and business marketing.

MGT 437 .................................................. 3 credits  
**Project Management**

This course examines project management roles and environments, the project life cycle, and various techniques of work, planning, control, and evaluation for project success.

ETH 355 .................................................. 3 credits  
**Understanding Ethics**

This is an advanced course in moral philosophy, or ethics. Through a critical survey of theory and application, these courses examine the frameworks of moral judgment (e.g. cultural relativism, subjectivism; historically important theoretical approaches to ethics; and consider a wide variety of important moral issues such as war, animal rights, abortion, and euthanasia. (Honors Credit Only).  

OI 370 .................................................. 3 credits  
**Innovation for the 21st Century**

This course covers 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.

PHEL 410 .................................................. 3 credits  
**Classical Logic**

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.
This is a systematic course in the use of argument and logic in formal constructs. As logic is applied in various aspects of human reasoning including from deductive inference to mathematical proofs, this course will demonstrate the skills of deduction, validity, and symbols to determine the strengths and soundness of argument and conclusions.

Course Descriptions for the Finance Emphasis

FIN 419 ..................................................................................... 3 credits
Finance for Decision Making
This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.

FIN 486 ..................................................................................... 3 credits
Strategic Financial Management
This course gives students the opportunity to integrate previously learned finance and accounting concepts and practices to contemporary business strategies, while improving financial decision-making and problem-solving skills. In addition, students will examine real-world financial management scenarios in order to apply best practices resulting in increased value for various types of organizations.

FIN 366 ..................................................................................... 3 credits
Financial Institutions
This course will cover financial institutions such as insurance companies, commercial banks, investment banks and savings and loan associations. The risks facing financial institutions and how to measure and manage those risks are analyzed.

FIN 375 ..................................................................................... 3 credits
Working Capital Management
This course covers the basics of working capital management with emphasis on how firms manage current assets and liabilities to ensure the organization has sufficient cash to pay day-to-day bills and meet short-term obligations. The balance between risk and return is emphasized. Some of the basic techniques of financial forecasting, accounts receivable and inventory management will also be explored.

FIN 415 ..................................................................................... 3 credits
Corporate Risk Management
This course will provide students with the elements of corporate risk management in a competitive business environment. Emphasis will be placed upon the identification, measurement, management, and planning aspects of risk management, as well as trends and developments in the business environment. Insurance considerations in corporate risk management will also be addressed. Students will utilize newly acquired knowledge and techniques to develop a corporate risk management plan that will maximize value for the organization and stakeholders.

FIN 420 ..................................................................................... 3 credits
Personal Finance
This course provides an introduction to personal financial planning. Personal financial goals are examined with a focus on investment risk and returns, markets, and analysis tools useful in assessing financial situations.

FIN 444 ..................................................................................... 3 credits
Mergers, Acquisitions, and Corporate Restructuring
This course prepares students to analyze merger and acquisition (M&A) opportunities in ways that will maximize corporate value and shareholder wealth in a competitive market environment. Special emphasis is placed on the identification, screening, selection, evaluation, and financing of M&A activities. Additionally, the course examines business failures and restructuring strategies.

FIN 467 ..................................................................................... 3 credits
Real Estate Investment
This course explores the techniques of real estate investment analysis, including financing, taxes, and decision making criteria in today’s real estate investment environment.

Course Descriptions for the Global Management Emphasis

GBM 380................................................................................... 3 credits
Global Business
This course addresses major forces in the global environment and the impact upon business strategies, operations, and decision making. Special emphasis is placed on developing a global mindset and the intricacies of the global business environment.

GBM 381................................................................................... 3 credits
International Trade
This course examines the concepts and components of international trade. Emphasis is placed on applying current theories, concepts, and practices in conducting global business transactions.

GBM 380................................................................................... 3 credits
International Human Resource Management
This course is an overview of international human resources management practices with emphasis on human resources challenges and opportunities facing global business enterprises. Students will examine human resources management in the global business environment. Upon completion of this course, students will be able to identify, and evaluate global HR strategies and practices to increase organizational effectiveness and efficiency.

ISCOM 383................................................................................. 3 credits
Global Value Chain Management
This course describes value chain activities between buyers and sellers in international business. Emphasis is placed on global sourcing, procurement of materials and services, and on business-to-business cultural differences between countries.

GBM 489................................................................................... 3 credits
Strategic Topics in Global Business Management
This course applies the principles of international trade, global
monetary systems, international organizations, and economic development to make effective strategic business decisions. Emphasis is placed on utilizing improved strategic thinking and decision-making capabilities in the global environment.

**Course Descriptions for the Sustainable Enterprise**

**Management Emphasis**

MGT 360 ................................................................. 3 credits

**Green and Sustainable Enterprise Management**

This course provides an overview of sustainable management techniques from an economic, social, and corporate environmental responsibility perspective. Special emphasis is placed on production principles, innovative and sustainable practices, and the importance of managing the bottom line in business.

MGT 470 ................................................................. 3 credits

**Sustainable Enterprise Planning**

This course provides an integrative discussion on sustainable enterprise planning. Special emphasis is placed on applying environmental science, systems analysis, environmental economics, resource allocation, and the regulatory environment to developing a sustainable business plan for the future.

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.

MGT 441 .................................................................................................................. 3 credits

**Business Models in Early-stage Enterprises**

This course provides an overview of business models for early-stage entrepreneurial ventures in all industries, including those in green industries and clean technology. Emphasis is placed on designing a competitive early-stage business model, the competing interests of stakeholders, the use of triple bottom line measures to guide enterprise design, forms of ownership, intellectual property, and exploring financing options—both private and public.

MKT 442 .................................................................................................................. 3 credits

**Implementing Entrepreneurship in Early-stage Enterprises**

This course applies entrepreneurial approaches to the discovery and validation of markets in all industries for early-stage entrepreneurial ventures, including those in green Industries and clean technology. Emphasis is placed on iterative approaches for product design; validation of customer needs in an early-stage entrepreneurial setting; and early-stage enterprise marketing needs and trends.

MKT 411 .................................................................................................................. 3 credits

**Market Discovery and Validation in Early-stage Enterprises**

This course applies entrepreneurial approaches to the discovery and validation of markets in all industries for early-stage entrepreneurial ventures, including those in green Industries and clean technology. Emphasis is placed on iterative approaches for product design; validation of customer needs in an early-stage entrepreneurial setting; and early-stage enterprise marketing needs and trends.

**Implementing Entrepreneurship in Early-stage Enterprises**

This course focuses on the implementation of lean business models in entrepreneurial ventures in all industries, including those in green industries and clean technology. This includes the strategic application of financial planning, capital management, marketing, people management, and leadership as a means to reduce start-up risk. Emphasis is placed on adapting the business plan to the realistic needs of an early-stage owner and entrepreneur.

**Course Descriptions for the Human Resource Management Emphasis**

**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 300 ................................................................. 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 420 .................................................................................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 436 ..................................................................................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 Emphasis

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. This 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,

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reorganizations, working conditions, technologically imposed change and workplace issues. In addition to developing strategies, students will gain expertise in applying communication strategies that effectively deal with change.

**IO 361** ................................................................. 3 credits

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

This course will provide students with a solid foundation in innovation, design, and creativity. Additionally, students will be prepared to apply relevant principles, tools, and techniques to promote and sustain organizational innovation for competitive advantage.

**ETH 355** ................................................................. 3 credits

**Understanding Ethics**

This is an advanced course in moral philosophy, or ethics. Through a critical survey of theory and application, these courses examine the frameworks of moral judgment (e.g. cultural relativism, subjectivism); historically important theoretical approaches to ethics; and consider a wide variety of important moral issues such as war, animal rights, abortion, and euthanasia. (Honors Credit Only).

**IO 370** ................................................................. 3 credits

**Innovation for the 21st Century**

This course covers the impact of innovation on organizations. In this course students will apply innovation strategies, processes, and theories to help propel an organization into the 21st century. Topics will include managing innovation process, organizational culture for innovation, and leadership of innovation.

**PHL 410** ................................................................. 3 credits

**Classical Logic**

This is a systematic course in the use of argument and logic in formal constructs. As logic is applied in various aspects of human reasoning including from deductive inference to mathematical proofs, this course will demonstrate the skills of deduction, validity, and symbols to determine the strengths and soundness of argument and conclusions.

**Course Descriptions for the Marketing Emphasis**

**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.

**BRM 353** ................................................................. 3 credits

**Product and 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.

**MKT 411** ................................................................. 3 credits

**Green Marketing**

This course applies the principles of sustainability and the philosophy of being environmentally green to the area of marketing. Special emphasis is placed on sustainable product design; awareness and cause marketing; public relations and green-washing; and emerging going-green marketing trends.

**MKT 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 441** ................................................................. 3 credits

**Marketing Research**

This course covers basic research methodology applied to marketing issues. Students will study methods and techniques for collection, analysis, and interpretation of primary and secondary data for consumer business marketing.

**Course Descriptions for the Project Management Emphasis**

**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 organiza-
tion’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, contract methods and phases, outsourcing, contract administration, and the external environment of the procurement management processes. The course also addresses risk management applied to both project and procurement management processes.

CPMGT 303 ........................................................................................ 3 credits

**Project Estimating and Control Techniques**
To be successful, project managers must analyze alternative project decisions by relying heavily on project estimating and control tools and techniques. This course provides students with the skills required to plan, baseline, monitor, analyze, and evaluate project performance. Students work in groups to analyze program parameters and work situations.

CPMT 305 ........................................................................................ 3 credits

**Project Management Capstone**
This course is the capstone of the Professional Certificate in Project Management. Students will demonstrate project management skills learned via the preparation of a project plan and presentation to the executive board in a role-play environment. Key project management concepts and processes studied in the prior five courses will be integrated and applied to the class project.

**Course Descriptions for the Public Sector Emphasis**

BPA 303 ........................................................................................ 3 credits

**Public Programs: Implementation and Evaluation in a Dynamic Environment**
This course focuses on the implementation of public policy decisions through the identification and development of specific methods for servicing the public good. It incorporates emphasis on intergovernmental relations and the increasing use of private resources in the service delivery system. A strong emphasis is placed on evaluating both the delivery processes and service outcomes as a means to continuously improve service delivery effectiveness.

BPA 406 ........................................................................................ 3 credits

**The Public Leader: Integration and Application**
This course is intended to synthesize the concepts and theories covered in previous public administration courses and deepens the student’s understanding of the challenges and complexities facing and public leader. Student will explore the leadership styles of successful national, state, and local leaders to integrate and apply the principles and practices of public administration in a real world setting.

BPA 301 ........................................................................................ 3 credits

**Foundations of Public Administration**
This course serves as an introduction to the study of public administration. During this course, the student will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. Students will become familiar with the complex issues facing local, state, and federal public administration.

FIN 375 ........................................................................................ 3 credits

**Human Resources and Labor Relations in Public Service**
This course explores the changing civil service system within the rich, varied and pluralistic public service of today. Course topics will include recruiting, staffing, employee retention, performance management, compensation, benefits, and promotion. Labor relations, with and without a collective bargaining agreement will be studied. Students will study the resolution of disagreements using alternative dispute resolution systems designed to advance the public purpose.

FIN 380 ........................................................................................ 3 credits

**Financial Management of Non-Profit Organizations**
Financial Management of Non-Profit Organizations This course emphasizes the utilization of key financial concepts to effectively obtain desired goals and objectives by non-profit organizations in the private, public, and the international arenas. While profit-oriented entities focus on maximizing shareholder’s wealth, non-profit organizations are concerned with deriving maximum benefit for each dollar expended on a charitable endeavor. The centrality of finance to achieve such goal will be thoroughly explored.

ACC 460 ........................................................................................ 3 credits

**Government and Non-Profit Accounting**
This course covers fund accounting, budget and control issues, revenue and expense recognition and issues of reporting for both government and non-profit entities.

MKT 438 ........................................................................................ 3 credits

**Public Relations**
This course provides an introduction to the field of public relations. Areas covered are media relations; promotion; tools used in developing public relations and publicity; and improving customer satisfaction; relationship-building strategies; and ethics and public relations.

**Course Descriptions for the Small Business Management & Entrepreneurship Emphasis**

MGT 401 ........................................................................................ 3 credits

**The Small Business: Structure, Planning and Funding**
This course provides an overview of the small business from concept through funding. Emphasis is placed on designing a competitive business model, crafting the business plan, forms of ownership and exploring funding options.

MGT 418 ........................................................................................ 3 credits

**Evaluating New Business Opportunities**
This course focuses on evaluating the benefits and risks associated with new business opportunities. This includes reviewing the projected return on investment, the role of risk, investor considerations, strategic planning, and modeling techniques to analyze possible business ventures.

FIN 375 ........................................................................................ 3 credits

**Financial Management in the Small Business**
This course focuses on the role that financial management plays in the development and sustainability of a small business. This course provides a detailed review of forecasting, budgeting, daily cash flow management techniques and monitoring financial performance in small business operations. Specifically, students will address funding, venture capital, and debt management, cash-flow management, financial planning, and capital budgeting.
MKT 431 ........................................................................................................ 3 credits
Small Business Marketing
Knowing your customer, growing your customer base and creating a consumer driven culture are key drivers of sustainability in the small business. This course focuses on the functions of evaluating opportunities, creating value, and developing effective pricing and advertising strategies.

MGT 465 ........................................................................................................ 3 credits
Small Business and Entrepreneurial Planning
This course focuses on the development of a strategic business plan applicable for the needs of a small business or entrepreneurial venture. This will include the strategic and integrative application of financial planning, capital management, marketing, people management, and leadership. Special emphasis is placed on adapting business planning requirements to the realistic needs of small business owners and entrepreneurs.

Course Descriptions for the Service Sector Emphasis
O I 365 ........................................................................................................ 3 credits
Knowledge Management and Intellectual Capital
In this course, students are provided the knowledge and skills necessary for effective knowledge management present in today’s increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization’s long-term success including, but not limited to innovation, intellectual capital, goodwill, brand recognition, organizational partnerships, and organizational culture.

O I 466 ........................................................................................................ 3 credits
Organizational Innovation Integrated Project
This project-based course integrates knowledge and skills from previous organizational innovation coursework and requires business students to demonstrate their innovative, creative, and inspirational capacity to solve a real-life business problem or opportunity. Using design principles, practices, and theory, students will be asked to create innovative solutions to problems or opportunities in the areas of strategy, process, product, and service.

BRM 353 ........................................................................................................ 3 credits
Product Brand Management
This course presents an analysis of the goods and services lifecycle from conception to purchase. Special emphasis is placed on design and implementation of successful product development and brand management strategies that deliver value to consumers.

MGT 356 ........................................................................................................ 3 credits
Retail Personnel Management
This course focuses on the personnel management aspects of retail management. Students will be prepared to utilize recruiting and staffing, motivating, training, and ethics concepts to effectively lead retail personnel.

HM 322 ........................................................................................................ 3 credits
Gaming Management
This course provides an overview of the business practices and principles unique to the gaming industry. This includes an overview of the history and evolution of gaming, different venues, and the business implications of the economic and social impact of the industry. Special emphasis is placed on legal, ethical, and social issues related to gaming entertainment as a business entity.

HM 370 ........................................................................................................ 3 credits
Hospitality Management
This course provides an overview of the fundamental concepts that make up the hospitality industry. Students will gain a current perspective and understanding of the impact of travel and tourism while examining hospitality issues, trends, e-business implications, and operational structures.

HM 486 ........................................................................................................ 3 credits
Trends and Emerging Issues in Hospitality
This course applies a strategic perspective to assessing new trends and emerging issues in hospitality management. Special emphasis is placed on applying a global perspective to new and emerging markets in the hospitality industry. This includes consideration of changing social and economic groups as well as shifting demand for existing and new products and services.

ISCOM 354 .................................................................................................... 3 credits
Retail Operations: Supply Management
This course encompasses an examination of the supply side of the retail value chain including logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.

MGT 371 ........................................................................................................ 3 credits
Lodging Management
This course provides students with the opportunity to examine various lodging options within the hospitality industry from a managerial perspective. Special emphasis will be placed on guest services and on room division management.

MGT 372 ........................................................................................................ 3 credits
Food and Beverage Management
This course focuses on operating and strategic challenges facing managers in the food and beverage industry. Topics include cost control, forecasting, food safety, service standards, and staffing. Students will learn to utilize managerial tools to make sound business decisions in a food and beverage organization.

Course Descriptions for the Environmental Sustainability Emphasis
SUS 300 ........................................................................................................ 3 credits
Environmental Sustainability
Students will be presented with a broad treatment of the preservation and efficient use of resources as well as methods of reversing current resource consumption. Topics will include sustainable practices, population growth, hydrologic cycle, water treatment processes, waste management, alternative energies, and energy efficient home or building design.

ENV 340 ........................................................................................................ 3 credits
Energy and the Environment
This course will introduce topics covering a wide variety of alternative energy sources, the need for renewable energy, as well as the problems associated with them. Energy sources will include oil, coal, natural gas, hydroelectric, nuclear, wind, solar, geothermal, tidal, and biofuels.

SUS 310 ........................................................................................................ 3 credits
Industrial Ecology
This course introduces students to the field of industrial ecology. Students examine the interaction of industrial activities and the management of resources to minimize the negative impact on the environment due to these activities through the promotion of sustainability. Emphasis is placed on the flow of materials and energy through industrial and technological systems. Topics include tech-
SUS 350.....................................................................................3 credits
Green Building and Urban Planning
This course introduces students to the principles of green building and urban planning. Students analyze the factors that govern the sustainability of ecosystems, including geographic, species, and equilibrium dynamics. The impact of human activities and management practices on the environment is examined. Emphasis is placed on applying ecological theory to restore and manage habitats and populations.

SUS 380.....................................................................................3 credits
Sustainable Planning and Land Use
In this course, students evaluate the principles of sustainable practices in aquatic and terrestrial environments. Students analyze the factors that govern ecosystems sustainability, including density-dependent regulations, mechanisms of biodiversity, invasive species, and equilibrium dynamics. The impact of human activities and management practices on the environment is examined. Emphasis is placed on applying ecological theory to restore and manage habitats and populations.

SUS 385.....................................................................................3 credits
Sustainable Ocean Use
In this course, students evaluate the principles of sustainable ocean use. Students analyze the environmental and economic role of the oceans. The sources and impact of ocean environmental degradation are examined. Topics include fisheries, aquaculture, natural resources, and pollution. Sustainable management practices are analyzed by examining global environmental policies and regulations.

The Bachelor of Science in Business (Certificate Track)

The following Bachelor of Science in Business (Certificate Track) (BSB) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

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

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

BSB (Certificate Track) 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.

**Human Resource Management Concentration (Certificate Track)**

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, 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 324 ~ .................................................. 3 credits  
Total Compensation

HRM 326 ~ .................................................. 3 credits  
Employee Development

HRM 420 ~ .................................................. 3 credits  
Human Resource Risk Management

HRM 498 ~ .................................................. 3 credits  
Strategic Human Resource Management and Emerging Issues

**Project Management Concentration (Certificate Track)**

The Project Management concentration focuses on the professional success of its students. It emphasizes real-world application with assignments designed to apply the newfound skills and knowledge to the workplace. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking, self-confidence, and application of project technical and leadership skills on a real-time basis. This program is consistent with generally accepted project management principles, including the project management processes and knowledge areas that lead to professional certification.

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

CPMGT 300 ~ .................................................. 3 credits  
Project Management

CPMGT 301 ~ .................................................. 3 credits  
Strategic Portfolio and Project Management

CPMGT 302 ~ .................................................. 3 credits  
Procurement and Risk Management

CPMGT 303 ~ .................................................. 3 credits  
Project Estimating and Control Techniques

CPMGT 305 ~ .................................................. 3 credits  
Project Management Capstone

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.

**General Information for the BSB (Certificate Track)**

The Certificate Track bachelors programs are designed to be an option for students to earn a certificate en-route to earning the bachelors degree.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the bachelors program.

**Additional Admission Requirements for the BSB (Certificate Track)**

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, or completion of the HiSET examination with a passing score.

- 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 (Certificate Track)**

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 45 upper division credits.
  - A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.0.

- Students may earn a certificate in the same area of focus as the concentration en route to completing the bachelor degree. Students may apply for certification in the same area of focus as the concentration en route to completing the bachelor degree. Students may apply for certification in the same area of focus as the 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/bsb-pm.

- HRM 300, HRM 324, HRM 326, HRM 420, HRM 434, HRM 498
• Project Management Certificate (PM) - 18 credits; CPMGT 300, CPMGT 301, CPMGT 302, CPMGT 303, CPMGT 304, CPMGT 305
• Students can only earn one certificate en-route to completing the undergraduate program.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Bachelor of Science in Business

**General Education Requirements for the BSB (Certificate Track)**

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

**Communication Arts Requirement(s)** 6 credits
- A Track must include: COMM 215, equivalent or higher
- B Track must include: COM 170 and COM 172

**Mathematics Requirement(s)** 6 credits
- Must include MTH 209 or higher

**Science & Technology Requirement(s)** 6 credits
- A Track must include: SCI 163
- B Track must include: HUM 114

**Humanities Requirement(s)** 6 credits
- A Track must include: SCI 163
- B Track must include: HUM 114

**Social Science Requirement(s)** 6 credits
- A Track must include: PSY 211
- B Track must include: COM 170

**Additional Liberal Arts Requirement(s)** 6 credits
- A Track must include: SCI 163
- B Track must include: HUM 114

**Interdisciplinary Requirement(s)** 6 credits
- A Track must include: SCI 163
- B Track must include: HUM 114

**Additional Residency Requirements and Course Waivers for the BSB (Certificate Track)**

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.

The following courses in the Required Course of Study may not be approved nationally accredited transferable coursework.

- BUS 475, CPMGT 305, GEN 195, GEN 200, HRM 501

**Course Descriptions for the BSB (Certificate Track)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 200</td>
<td>Foundations for General Education and Professional Success</td>
<td>3</td>
</tr>
<tr>
<td>GEN 195</td>
<td>Foundations of University Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

**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 reinforces the three major intellectual and personal skills necessary for academic success and personal effectiveness at the University of Phoenix.

- Purpose: To develop and apply basic critical thinking skills.
- Objectives: To develop and apply basic critical thinking skills.
This course introduces students to the foundations of communication in a business setting. Students will develop skills in critical thinking and decision making through the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics and cross-cultural communications, personal communication styles, solving organizational problems, and the evaluation of an organization’s strategic direction.

BIS 220 3 credits

Principles of Microeconomics

This course provides a foundational perspective for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 365 3 credits

Principles of Microeconomics

This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

LAW 421 3 credits

Contemporary Business Law

This course reviews the US legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. Students will learn to critically examine torts, crimes, and business ethics; contracts; business associations (agency, partnerships, corporations); wills, estates, trusts, and other legal entities; securities regulations; and investor protection.

FIN 370 3 credits

Finance for Business

This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long-term financing, and international finance.

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.

RES 351 3 credits

Business Research

This course evaluates the process of conducting business research for improving decision making within an organization. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.

QNT 351 3 credits

Quantitative Analysis for Business

This course integrates applied business research and descriptive statistics. Students will learn to apply business research and descriptive statistics in making better business decisions. Other topics include examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings in business and research.

BUS 475 3 credits

Integrated Business Topics

The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the
assessment of individual outcomes to determine content mastery. COMM 215 ................................................................. 3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and 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 educational 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.

Course Descriptions for the Human Resource Management Concentration (Certificate Track)

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 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.

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.

Course Descriptions for the Project Management Concentration (Certificate Track)

CPMGT 300 ........................................................................... 3 credits

Project Management
This course examines project management roles and environments, the project life cycle, and various techniques of work planning, and control and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft® Project® software.

CPMGT 301 ........................................................................... 3 credits

Strategic Portfolio and Project Management
This course provides students with insight into the management of an organization’s strategic project portfolio. Students will learn the
value of aligning a project’s goals and objectives with the organization’s strategies and stakeholders’ interests. In addition, this course will illustrate how project teams are used to accomplish continuous improvement and to facilitate change within the organization. Students will also examine the characteristics of global and virtual project management.

CPMGT 302 ................................................................. 3 credits

**Procurement and Risk Management**

This course explores the procurement planning process, contracting methods and phases, outsourcing, contract administration, and the external environment of the procurement management processes. The course also addresses risk management applied to both project and procurement management processes.

CPMGT 303 ................................................................. 3 credits

**Project Estimating and Control Techniques**

To be successful, project managers must analyze alternative project decisions by relying heavily on project estimating and control tools and techniques. This course provides students with the skills required to plan, baseline, monitor, analyze, and evaluate project performance. Students work in groups to analyze program parameters and work situations.

CPMT 305 ................................................................. 3 credits

**Project Management Capstone**

This course is the capstone of the Professional Certificate in Project Management. Students will demonstrate project management skills learned via the preparation of a project plan and presentation of that plan to the executive board in a role-play environment. Key project management concepts and processes studied in the prior five courses will be integrated and applied to the class project.

The Bachelor of Science in Business (Certificate Track) (Maryland-Online)

The following Bachelor of Science in Business (Certificate Track) (BSB) program may be offered at these University of Phoenix campus locations: Online, depending on the state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

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

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

**BSB (Certificate Track) 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**

BOC 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

Principles of Accounting II

**Ethics & Social Responsibility, 3 total credits**

ETH 316 ~ ......................................................................... 3 credits

Ethics and Social Responsibility

**Economics, 6 total credits**

ECO 372 ~ ......................................................................... 3 credits

Principles of Macroeconomics

ECO 365 ~ ......................................................................... 3 credits

Principles of Microeconomics

**Business Law, 3 total credits**

LAW 421 ~ ......................................................................... 3 credits

Contemporary Business Law

**Finance, 3 total credits**

FIN 370 ~ ......................................................................... 3 credits

Finance for Business

**Marketing, 3 total credits**

MKT 421~ ......................................................................... 3 credits

Marketing

**Research and Statistics, 6 total credits**

RES 351~ ......................................................................... 3 credits

Business Research

QNT 351~ ......................................................................... 3 credits

Quantitative Analysis for Business

**Business Capstone, 3 total credits**

BUS 475~ ......................................................................... 3 credits

Integrated Business Topics

Students must select one emphasis in a particular area of study at the time of enrollment. Students may also complete an additional emphasis. Please contact your academic representative for more information.

**Human Resource Management Emphasis (Certificate Track)**

The Human Resource Management emphasis helps students develop an understanding of the fundamentals of human resource management and its strategic relevance in business. The emphasis addresses the legal and ethical components of the decision making process involved in the human resources environment. The Human Resource Management emphasis introduces students to the basic concepts of human resource management, and allows further study in the areas of employment law, risk management, recruitment and selection of employees, international HR, change
management, compensation and benefits, employee development, and performance management. Students will also develop an understanding of the critical business implications for human resource professionals today and in the future. HR practitioners and managers must be equipped with a solid understanding of the fundamentals of human resource management, along with strong skills in the areas of systems thinking, problem solving, influencing, negotiating, communications, and leadership. This program is consistent with generally accepted human resource management principles, including the professional certification knowledge areas.

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

HRM 300 ~ .................................................................3 credits
Fundamentals of Human Resource Management

HRM 324 ~ .................................................................3 credits
Total Compensation

HRM 420 ~ .................................................................3 credits
Employee Development

HRM 498 ~ .................................................................3 credits
Human Resource Risk Management

HRM 500, HRM 524, HRM 526, HRM 420, HRM 434, HRM 498
Strategic Human Resource Management and Emerging Issues

Project Management Emphasis (Certificate Track)
The Project Management emphasis focuses on the professional success of its students. It emphasizes real-world application with assignments designed to apply the newfound skills and knowledge to the workplace. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking, self-confidence, and application of project technical and leadership skills on a real-time basis. This program is consistent with generally accepted project management principles, including the project management processes and knowledge areas that lead to professional certification.

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

CPMGT 300 ~ ...........................................................3 credits
Project Management

CPMGT 301 ~ ...........................................................3 credits
Strategic Portfolio and Project Management

CPMGT 302 ~ ...........................................................3 credits
Procurement and Risk Management

CPMGT 303~ ............................................................3 credits
Project Estimating and Control Techniques

CPMGT 305 ~ ............................................................3 credits
Project Management Capstone

Students who completed a certificate in its entirety and who later choose to enroll in a bachelor's program with an emphasis in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the bachelor's program.

Additional Admission Requirements for the BSB (Certificate Track)

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, or completion of the HiSET examination with a passing score.

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

Degree Requirements for the BSB (Certificate Track)

• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 45 upper division credits.
  • A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  • A minimum grade point average (GPA) of 2.0.

• Students may earn a certificate in the same area of focus as the emphasis en route to completing the bachelor's degree. Students may apply for certificate conferral upon meeting the following program requirements:
  • Successful completion of the emphasis courses outlined in the enrollment agreement for the certificate
  • Achievement of the minimum program GPA
  • Fulfillment of the minimum University residency requirement
  • Human Resource Management Certificate (HRM) - 18 credits; HRM 300, HRM 324, HRM 326, HRM 420, HRM 434, HRM 498
  • Project Management Certificate (PM) - 18 credits: CPMGT 300, CPMGT 301, CPMGT 302, CPMGT 303, CPMGT 304, CPMGT 305
  • Students can only earn one certificate en-route to completing the undergraduate program.

• Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Bachelor of Science in Business

General Education Requirements for the BSB (Certificate Track)

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

Communication Arts Requirement(s) 6 credits
A Track must include: COMM 215, equivalent or higher
B Track must include: COM 170 and COM 172

Mathematics Requirement(s) 6 credits
Must include MTH 209 or higher

Science & Technology Requirement(s) 6 credits
B Track must include: SCI 163
Must include at least three (3) credits in the physical or biological sciences
Humanities Requirement(s) 6 credits
B Track must include: HUM 114
Social Science Requirement(s) 6 credits
B Track must include: PSY 211
Additional Liberal Arts Requirement(s) 6 credits
Interdisciplinary Requirement(s) 18 credits
B Track must include: FP 120
BSB/HRMC must include: MGT 434
BSB/PMC must include CPMGT 304
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 (Certificate Track)
- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
- A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
- 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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the BSB
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. The following courses in the Required Course of Study may not be waived: BUS 475, CPMGT 305, GEN 195, GEN 200, HRM 498

Course Descriptions for the BSB (Certificate Track)
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 word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.
MGT 230 ...................................................... 3 credits

Management Theory and Practice
This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply
management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.

MGT 311 ................................................................. 3 credits

Organizational Development
This organizational behavior course encompasses the study of individual and group behavior in organizational settings. Students will learn to examine their role in an organization. Other topics include strategic elements of organizational behavior, workforce diversity, managing change, effective communication, and performance systems.

ACC 290 ................................................................. 3 credits

Principles of Accounting I
This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

MKT 241 ................................................................. 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.

RES 351 ................................................................. 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.

BUS 475 ................................................................. 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.

QNT 351 ................................................................. 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.

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

Contemporary Business Law
This course reviews the US legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. Students will learn to critically examine torts, crimes, and business ethics; contracts; business associations (agency, partnerships, corporations); wills, estates, trusts, and other legal entities; securities regulations; and investor protection.

FIN 370 ................................................................. 3 credits

Finance for Business
This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.

MKT 241 ................................................................. 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.

GEN 200 ................................................................. 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.

Course Descriptions for the Human Resource Management Emphasis (Certificate Track)

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 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 resource 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 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.

Course Descriptions for the Project Management Emphasis (Certificate Track)

CPMGT 300 .................................................................. 3 credits

Project Management
This course examines project management roles and environments, the project life cycle, and various techniques of work planning, and control and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft® Project® software.

CPMGT 301 .................................................................. 3 credits

Strategic Portfolio and Project Management
This course provides students with insight into the management of an organization’s strategic project portfolio. Students will learn the value of aligning a project’s goals and objectives with the organization’s strategies and stakeholders’ interests. In addition, this course will illustrate how project teams are used to accomplish continuous improvement and to facilitate change within the organization. Students will also examine the characteristics of global and virtual project management.

CPMGT 302 .................................................................. 3 credits

Procurement and Risk Management
This course explores the procurement planning process, contracting methods and phases, outsourcing, contract administration, and the external environment of the procurement management processes. The course also addresses risk management applied to both project and procurement management processes.

CPMGT 303 .................................................................. 3 credits

Project Estimating and Control Techniques
To be successful, project managers must analyze alternative project decisions by relying heavily on project estimating and control tools and techniques. This course provides students with the skills required to plan, baseline, monitor, analyze, and evaluate project performance. Students work in groups to analyze program parameters and work situations.

CPMT 305 .................................................................... 3 credits
Project Management Capstone

This course is the capstone of the Professional Certificate in Project Management. Students will demonstrate project management skills learned via the preparation of a project plan and presentation of that plan to the executive board in a role-play environment. Key project management concepts and processes studied in the prior five courses will be integrated and applied to the class project.

Bachelor of Science in Management

The following Bachelor of Science in Management (BSM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Management (BSM) degree program is designed to develop the professional knowledge and skills of cross functional managers in any organization. The BSM degree enhances skills necessary for improved organizational effectiveness in a dynamic and evolving workplace. The curriculum focuses on the development of management roles. It emphasizes skills necessary to align resources, and to improve communication, productivity, and effectiveness. Through a participative learning environment structured for adult learners, students are taught to manage innovation and apply professional skills and knowledge. Special emphasis can be placed on key management areas, including, leadership, general management, or human resource management based on student preference.

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

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

BSM Program Category Requirements - A Track and B Track

Communications, 3 total credits

- BCOM 275 ~ ................................................................. 3 credits
  Business Communications and Critical Thinking
  (The prerequisite requirement only applies to B Track students)

Management, 3 total credits

- PHL 458 ................................................................. 3 credits
  Creative Minds and Critical Thinking

Ethics and Social Responsibility, 3 total credits

- ETH 316 ................................................................. 3 credits
  Ethics and Social Responsibility

Business Law, 3 total credits

- LAW 421 ................................................................. 3 credits
  Contemporary Business Law

Research and Statistics, 3 total credits

- RES 320 ................................................................. 3 credits
  Foundations of Research

Marketing, 3 total credits

- PSY 322 ................................................................. 3 credits
  Consumer Psychology and Research

Business Information Systems, 3 total credits

- BIS 320 ~ ................................................................. 3 credits
  Business Information Systems

Economics, 3 total credits

- ECO 365 ~ ................................................................. 3 credits
  Principles of Microeconomics

Accounting, 3 total credits

- ACC 300 ~ ................................................................. 3 credits
  Principles of Accounting

Finance, 3 total credits

- FIN 370 ................................................................. 3 credits
  Finance for Business

Management Capstone, 3 total credits

- MGT 498 ~ ................................................................. 3 credits
  Strategic Management

Business/Management Electives, 15 total credits

- Students are required to complete 15 upper division credits of Business/Management specific electives.

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

Additional Admission Requirements for the BSM

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

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

Degree Requirements for the BSM

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 45 upper division credits.
  - A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  - A minimum program grade point average (GPA) of 2.0.
  - Students holding an associate degree from the University or a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent undergraduate degree earned at a recognized foreign institution will have that associate degree emphasis(es) noted on the student's University of Phoenix transcript when the BSM degree is conferred.
  - Students with an associate degree in business, management, arts, general studies, liberal arts, nursing or pre-medicine are not eligible for an emphasis.
  - Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows:

General Education Requirements for the BSM

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

Communication Arts Requirement 6 credits
(A Track must include COMM 215, equivalent, or higher)
(B Track must include: COM 170 and COM 172)
Mathematics Requirement 6 credits
(Must include MTH 209, equivalent, or higher)
Science & Technology Requirement 6 credits
(B Track must include: SCI 163)
Must include at least three (3) credits in the physical or biological sciences
Humanities Requirement 6 credits
(B Track must include: HUM 114)
Social Science Requirement 6 credits
(B Track must include: PSY 211)
Additional Liberal Arts Requirement 6 credits
(B Track must include: GEN 195)
Interdisciplinary Requirement 18 credits
(B Track must include: FP 120)
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for the BSM for Arkansas Students

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
Communication Arts Requirement(s) 6 credits
(A Track must include: COMM 215, equivalent, or higher)
(B Track must include: COM 170 and COM 172)
Mathematics Requirement(s) 6 credits
Must include MTH 220
Science & Technology Requirement(s) 9 credits
(B Track must include: SCI 163)
Must include a minimum of 6 credits in lab science 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 education credits required for their program.
For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Academic Progression Requirements for the BSM

- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to complete the First-Year Sequence (B Track).
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take BCOM 275 Business Communications and Critical Thinking as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
- 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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the BSM

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. 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 ACE credits (including
  military) 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 that has
  been assessed for credit-worthiness by either the Prior Learning
  Assessment department or by one of the University's Colleges,
  Schools or Provost's Office completed within the past ten (10)
  years from current program enrollment agreement sign date.
  The following courses in the Required Course of Study may not be
  waived: 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 communica-
        tion in a business setting. Students will develop skills in critical
        thinking and decision making through the forms of written com-
        munication, including memos, emails, business letters, and reports.
        Other topics include communication ethics and cross-cultural com-
        munications, 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, psychol-
        ogical, 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 envi-
        ronment pertinent to business. Students will learn to critically
        examine torts, crimes, and business ethics; contracts; business associ-
        ations (agency, partnerships, corporations); wills, estates, trusts,
        and other legal entities; securities regulations; and investor protec-
        tion.

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.

BUS 320 ................................................................. 3 credits

Business Information Systems
This course provides instruction on the use of Business Informa-
        tion 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 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, ter-
        minology, 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 ana-
        lysis, 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.

GEN 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 intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

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

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

GEN 300 .......................................................................................... 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

MTH 209 .......................................................................................... 3 credits

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

MTH 220 .......................................................................................... 3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

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

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

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

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

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

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

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

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

Bachelor of Science in Management Concentration in Manufacturing Sector

The following Bachelor of Science in Management Concentration in Manufacturing Sector (BSM/MAN) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Management (BSM) degree program is designed to develop the professional knowledge and skills of cross functional managers in any organization. The BSM degree enhances skills necessary for improved organizational effectiveness in a dynamic and evolving workplace. The curriculum focuses on the development of management roles. It emphasizes skills necessary to align resources, and to improve communication, productivity, and effectiveness. Through a participative learning environment structured for adult learners, students are taught to manage innovation and apply professional skills and knowledge. Special emphasis can be placed on key management areas, including, leadership, general management, or human resource management based on student preference. The Manufacturing Sector (MAN) concentration focuses on strategic performance improvement of all business planning, global sourcing and procurement, production, and logistical activities that make up an organization’s operations and supply chain. The program highlights the important role that operations and supply chain play in satisfying customer demands and expectations. The program also emphasizes a company’s need to develop and maintain a sustainable competitive advantage through the efficient and effective performance of all operations. The program provides the most current content in the
manufacturing field as outlined by various specialized manufacturing and supply chain organizations and experts. In addition to courses in the 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**
- BCOM 275 ~ .................................................................3 credits

**Business Communications and Critical Thinking**

(For students completing the BSM/MAN program, the prerequisite requirement only applies to B Track students)

**Management, 3 total credits**
- PHL 458 .................................................................3 credits
- Creative Minds and Critical Thinking

**Ethics and Social Responsibility, 3 total credits**
- ETH 316 .................................................................3 credits
- Ethics and Social Responsibility

**Business Law, 3 total credits**
- LAW 421 ~ ..............................................................3 credits
- Contemporary Business Law

**Research and Statistics, 3 total credits**
- RES 320 ~ .................................................................3 credits
- Foundations of Research

**Marketing, 3 total credits**
- PSY 322 ~ .................................................................3 credits
- Consumer Psychology and Research

**Business Information Systems, 3 total credits**
- BIS 320 ~ .................................................................3 credits
- Business Information Systems

**Economics, 3 total credits**
- ECO 365 ~ .................................................................3 credits
- Principles of Microeconomics

**Accounting, 3 total credits**
- ACC 300 ~ .................................................................3 credits
- Principles of Accounting

**Finance, 3 total credits**
- FIN 370 ~ .................................................................3 credits
- Finance for Business

**Management Capstone, 3 total credits**
- MGT 498 .................................................................3 credits
- Strategic Management

**Manufacturing Sector Concentration, 15 total credits**
- OI 361 ~ .................................................................3 credits
- Innovation, Design, and Creativity for a Competitive Advantage
- MGT 420 ~ .................................................................3 credits
- Managing Quality in the Supply Chain

*Students must choose three of the following BSM/MAN Concentration Courses requiring prerequisites are identified by a ~ symbol following the course number.*

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

**Degree Requirements for the BSM/MAN**

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 45 upper division credits.
  - A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.0.

- Students holding an associate degree from the University or a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent undergraduate degree earned at a recognized foreign institution will have that associate degree emphasis(es) noted on the student’s University of Phoenix transcript when the BSM degree is conferred, if applicable.

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

**General Education Requirements for the BSM/MAN**

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

**Communication Arts Requirement 6 credits**

- (A Track must include COMM 215, equivalent, or higher)
- (B Track must include: COM 170 and COM 172)

**Mathematics Requirement 6 credits**

- (Must include MTH 209, equivalent, or higher)

**Science & Technology Requirement 6 credits**
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**General Education Requirements for the BSM/MAN for Arkansas Students**

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

**Communication Arts Requirement(s) 6 credits**

(A Track must include: COMM 215, equivalent, or higher)

(B Track must include: COM 170 and COM 172)

**Mathematics Requirement(s) 6 credits**

Must include MTH 220

**Science & Technology Requirement(s) 9 credits**

(B Track must include: SCI 163)

Must include a minimum of 6 credits in lab science 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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take BCOM 275 Business Communications and Critical Thinking as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
- 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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

**Additional Residency Requirements and Course Waivers for the BSM/MAN**

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. The following courses in the Required Course of Study may not be waived: 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
research. Emphasis is placed on the inter-related nature of ethics, morality, legal responsibility, and social issues.

ETH 316 ................................................................. 3 credits

Contemporary Business Law
This course reviews the US legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. Students will learn to critically examine torts, crimes, and business ethics; contracts; business associations (agency, partnerships, corporations); wills, estates, trusts, and other legal entities; securities regulations; and investor protection.

LAW 421 ............................................................. 3 credits

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.

RES 320 ............................................................. 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.

PSY 322 ............................................................. 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.

BIS 320 ............................................................. 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 365 ............................................................. 3 credits

Principles of Accounting
This course focuses on principles of accounting for the non-accounting student. Emphasis will be placed on the accounting equation and transactions, financial statement preparation and analysis, internal controls, regulatory environment, compliance, and global business implications.

FIN 370 ............................................................. 3 credits

Finance for Business
This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.

MGT 498 ............................................................. 3 credits

Strategic Management
This course gives students the opportunity to integrate management concepts and practices to contemporary business strategies, while discussing the theories of strategic management. This course will focus on improving management decision-making and problem-solving skills. Students will create a strategic management plan.

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

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

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

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

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

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

GEN 300 ............................................................. 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University Library and learn how to access its resources successfully.

MTH 209 ............................................................. 3 credits

College Mathematics II

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

MTH 220 .......................................................... 3 credits
College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

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

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

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

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

Course Descriptions for the Manufacturing Sector 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.

MGT 420 .......................................................... 3 credits
Managing Quality in the Supply Chain
This course provides a detailed look at quality management in the company and the supply chain. It addresses the differing theories of quality to include product and process design as well as customer driven quality. This course includes managing supply chain quality through supplier alliances and development in both the services and manufacturing industries.

HRM 420 .......................................................... 3 credits
Human Resource Risk Management
This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.

ISCOM 352 .......................................................... 3 credits
Logistics Management
This course provides an overview of logistics management within a supply chain operation. This includes an analysis of different modes of transportation, logistics management within the United States, and logistics management in the global market. Special emphasis is placed on transportation and fleet management elements including operations management, information technology, decision support systems, fuel savings strategies, and reverse logistics considerations.

ISCOM 471 .......................................................... 3 credits
Lean Enterprise
This course provides an overview of lean manufacturing practices within a company and its supply chain. It addresses fundamental practices including flowcharting of business processes, collection and analysis of process performance data and the removal of those activities that are determined to be wasteful or non-essential.

ISCOM 472 .......................................................... 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 Management Emphasis in
Manufacturing Sector (Maryland-Online)

The following Bachelor of Science in Management Emphasis in Manufacturing Sector (BSM/MAN) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom 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) emphasis focuses on strategic performance improvement of all business planning, global sourcing and procurement, production, and logistical activities that make up an organization’s operations and supply chain. The program highlights the important role that operations and supply chain play in satisfying customer demands and expectations. The program also emphasizes a company’s need to develop and maintain a sustainable competitive advantage through the efficient and effective performance of all operations. The program provides the most current content in the manufacturing field as outlined by various specialized manufacturing and supply chain organizations and experts. In addition to courses in the BSB foundation and courses specific to manufacturing, the degree emphasis has coursework that stresses key business related knowledge and skills development in the areas of computers and information processing, business law, macro-economics, financial analysis, and marketing.

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

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

BSM/MAN Program Category Requirements - A Track and B Track

**Communications, 3 total credits**

BCOM 275 ~ .................................................................3 credits

**Business Communications and Critical Thinking**

(Important 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 Emphasis, 15 total credits**

OI 361 ~ .................................................................3 credits

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

MGT 420 ~ .................................................................3 credits

**Managing Quality in the Supply Chain**

Students must choose three of the following BSM/MAN Emphasis Electives:

**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 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

**Degree Requirements for the BSM/MAN**

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 45 upper division credits.
• A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
• A minimum grade point average (GPA) of 2.0.
• Students holding an associate degree from the University or a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution will have that associate degree emphasis noted on the student’s University of Phoenix transcript when the BSM degree is conferred, if applicable.
• Emphases are reflected on the transcript only and will not appear on the diploma. 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.

Communication Arts Requirement 6 credits
(A Track must include COMM 215, equivalent, or higher)
(B Track must include: COM 170 and COM 172)
Mathematics Requirement 6 credits
(Must include MTH 209, equivalent, or higher)
Science & Technology Requirement 6 credits
(B Track must include: SCI 163)
Must include at least three (3) credits in the physical or biological sciences

Humanities Requirement 6 credits
(B Track must include: HUM 114)
Social Science Requirement 6 credits
(B Track must include: PSY 211)
Additional Liberal Arts Requirement 6 credits
(B Track must include: GEN 195)
Interdisciplinary Requirement 18 credits
(B Track must include: FP 120)

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

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

Academic Progression Requirements for the BSM/MAN
• All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to complete the First-Year Sequence (B Track).
• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis courses.
• GEN 195 will be required as the first course in the First-Year Sequence.
• All 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,
  • National Testing Programs, and
  • ACE evaluated Military credits.

• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take BCOM 275 Business Communications and Critical Thinking as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
• A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
• 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 coursework are designed to build on or reinforce each other. To ensure that students have the requisite proficiencies prior to enrolling in any course that requires math as a prerequisite.

Additional Residency Requirements and Course Waivers for the BSM/MAN
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.

The following courses in the Required Course of Study may not be waived: MGT 420, MGT 498

Course Descriptions for the BSM/MAN
BCOM 275 ............................................................................... 3 credits

Business Communications and Critical Thinking
This course introduces students to the foundations of communication in a business setting. Students will develop skills in critical thinking and decision making through the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics and cross-cultural communications, personal communication styles, solving organizational problems, and the evaluation of an organization's strategic direction.

PHL 458 ................................................................................... 3 credits

Creative Minds and Critical Thinking
In this course students will analyze the thinking process from a critical and creative perspective. The lives of prominent creative thinkers will be examined to identify the social, historical, psychological, and cultural elements that influenced their development. The salient aspects of creativity will be assessed along with the relationship between creativity and critical thinking. Students will apply critical thinking skills to contemporary creative and scientific thought.

ETH 316 ................................................................................... 3 credits

Ethics and Social Responsibility
This course provides a foundational perspective for ethics and social responsibility in relationship to individuals, organizations,
and the community. Emphasis is placed on the inter-related nature of ethics, morality, legal responsibility, and social issues.

LAW 421 .................................................................................................................. 3 credits

Contemporary Business Law
This course reviews the US legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. Students will learn to critically examine torts, crimes, and business ethics; contracts; business associations (agency, partnerships, corporations); wills, estates, trusts, and other legal entities; securities regulations; and investor protection.  

RES 320 .................................................................................................................. 3 credits

Foundations of Research
This is a course introducing the foundations of research. Research principles and the scientific method are applied to professional situations. The course is designed to equip students with an understanding of commonly employed research methodologies that can be utilized to improve productivity and increase customer satisfaction.

PSY 322 .................................................................................................................. 3 credits

Consumer Psychology and Research
This course focuses on consumer behavior and marketing research. Topics include the cognitive processes underlying consumer choice, descriptive consumer characteristics, and environmental consumer behavior. This course emphasizes the implications of consumer behavior on domestic and global marketing communications.

BIS 320 .................................................................................................................. 3 credits

Business Information Systems
This course provides instruction on the use of Business Information Systems. Students apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include application software and the Internet for effective problem solving, use of relevant emerging technologies, and using information across different industries.

ECO 365 .................................................................................................................. 3 credits

Principles of Microeconomics
This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ACC 300 .................................................................................................................. 3 credits

Principles of Accounting
This course focuses on principles of accounting for the non-accounting student. Emphasis will be placed on the accounting equation and transactions, financial statement preparation and analysis, internal controls, regulatory environment, compliance, and global business implications.

FIN 370 .................................................................................................................. 3 credits

Finance for Business
This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.

MGT 498 .................................................................................................................. 3 credits

Strategic Management
This course gives students the opportunity to integrate management concepts and practices to contemporary business strategies, while discussing the theories of strategic management. This course will focus on improving management decision-making and problem-solving skills. Students will create a strategic management plan.

GEN 215 .................................................................................................................. 3 credits

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

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

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

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

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

GEN 300 .................................................................................................................. 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University Library and learn how to access its resources successfully.

MTH 209 .................................................................................................................. 3 credits

College Mathematics II
This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.
MTH 220 ................................................................................................... 3 credits
College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

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

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

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

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

Course Descriptions for the Manufacturing Sector Emphasis
OI 365 ..................................................................................................... 3 credits
Knowledge Management and Intellectual Capital
In this course, students are provided the knowledge and skills necessary for effective knowledge management present in today’s increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization’s long-term success including, but not limited to innovation, intellectual capital, goodwill, brand recognition, organizational partnerships, and organizational culture.

MGT 420 ..................................................................................................... 3 credits
Managing Quality in the Supply Chain
This course provides a detailed look at quality management in the company and the supply chain. It addresses the differing theories of quality to include product and process design as well as customer driven quality. This course includes managing supply chain quality through supplier alliances and development in both the services and manufacturing industries.

HRM 420 ..................................................................................................... 3 credits
Human Resource Risk Management
This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.

ISCOM 352 .............................................................................................. 3 credits
Logistics Management
This course provides an overview of logistics management within a supply chain operation. This includes an analysis of different modes of transportation, logistics management within the United States, and logistics management in the global market. Special emphasis is placed on transportation and fleet management elements including operations management, information technology, decision support systems, fuel savings strategies, and reverse logistics considerations.

ISCOM 472 .............................................................................................. 3 credits
Lean Enterprise
This course provides an overview of lean manufacturing practices within a company and its supply chain. It addresses fundamental practices including flowcharting of business processes, collection and analysis of process performance data and the removal of those activities that are determined to be wasteful or non-essential.

ISCOM 471 .............................................................................................. 3 credits
Operations Management
This course provides an overview of operations management. Students will analyze the planning, organizing, controlling, and general management of productive resources in manufacturing and service organizations. This course also addresses the design and control of systems that are responsible for the efficient use of raw materials, labor, equipment, and facilities in the production of customer satisfying products and services.

ISCOM 473 .............................................................................................. 3 credits
Global Sourcing and Procurement
This course introduces students to the changing world of purchasing and its relationship to supply chains. It addresses purchasing operations and structures, strategic sourcing processes and the critical supply chain elements of managing supply chain inventory, information systems, as well as performance measurement and evaluation.

Bachelor of Science in Accounting
The following Bachelor of Science in Accounting (BSACC) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Accounting (BSACC) promotes identification with, and orientation to, the accounting profession and is
designed to provide knowledge and skills necessary to an accounting career. In addition to the key accounting course work at the introductory and intermediate levels, critical areas of study including auditing and taxation are required in the program. The importance of ethics and international issues are emphasized throughout the curriculum, along with core competencies in technology and communication. The program utilizes specific accounting problem-solving software to provide students with practical knowledge of the accounting field. The program also addresses the goals of professional values, communications and leadership skills, strategic and critical thinking skills, and technology skills of the professional accounting environment and provides additional coverage on the International Financial Reporting Standards (IFRS). Students are also exposed to varied business disciplines including economics, statistics, business law, corporate finance, and marketing to provide the general business overview and context necessary for accounting studies. This program is consistent with generally accepted accounting principles, including the accounting processes and knowledge areas that lead to professional certification.

At the conclusion of the BSACC program:

- Graduates will be able to apply financial accounting principles to record and communicate business activities to stakeholders.
- Graduates will be able to analyze accounting financial statements to support effective fiscal decision making.
- Graduates will be able to evaluate various accounting activities in relation to ethical, legal, and professional standards.
- Graduates will be able to demonstrate an understanding of issues in the areas of government and not-for-profit accounting, international transactions, taxation, and auditing.

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

Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student’s specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine requirements. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction’s requirements will be consistent with the requirements at the time of admission.

This program does not meet the Minnesota State Board of Accountancy requirements to sit for the CPA examination, additional coursework is required.

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

Program Category Requirements - A Track and B Track

Communications, 3 total credits

BCOM 230 ~ .................................................................3 credits
Business Communication for Accountants

(The prerequisite requirement only applies to B Track students)

Business Information Systems, 3 total credits

BIS 220 ~ .................................................................3 credits
Introduction to Computer Applications and Systems

Management, 6 total credits

MGT 230 ~ .................................................................3 credits
Management Theory and Practice

MGT 311 ~ .................................................................3 credits
Organizational Development

Accounting Principles, 6 total credits

ACC 290 ~ .................................................................3 credits
Principles of Accounting I

ACC 291 ~ .................................................................3 credits
Principles of Accounting II

Ethics, 3 total credits

ETH 376 ~ .................................................................3 credits
Accounting Ethics and Professional Regulations

Law, 3 total credits

LAW 421 ~ .................................................................3 credits
Contemporary Business Law

Economics, 6 total credits

ECO 365 ~ .................................................................3 credits
Principles of Microeconomics

ECO 372 ~ .................................................................3 credits
Principles of Macroeconomics

Marketing, 3 total credits

MKT 421 ~ .................................................................3 credits
Marketing

Finance, 3 total credits

FIN 370 ~ .................................................................3 credits
Finance for Business

Quantitative Studies, 3 total credits

QNT 351~ .................................................................3 credits
Quantitative Analysis for Business

Strategy, 3 total credits

BUS 475 ~ .................................................................3 credits
Integrated Business Topics

Accounting Information Systems, 3 total credits

ACC 340 ~ .................................................................3 credits
Accounting Information Systems I

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
General Education 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: Bachelor of Science in Accounting

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.

Additional Liberal Arts Requirement(s) 6 credits
- Social Science Requirement 6 credits
(B Track must include: HUM 114)
- Student 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 Tennessee Students

- A minimum of 57 of the 120 credits must be in the general education areas approved by the University.

Additional Liberal Arts Requirement(s) 6 credits
- Social Science Requirement 6 credits
(B Track must include: HUM 114)
- Student must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for 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.

Additional Liberal Arts Requirement(s) 6 credits
- Social Science Requirement 6 credits
(B Track must include: HUM 114)
- Student 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 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.
• All 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,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take BCOM 230 Business Communication for Accountants as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
• A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
• 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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the BSACC

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. The following courses in the required course of study may not be waived: ACC 497 and BCOM 230, BUS 475.

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.

BS 220 ..........................................................................................3 credits
Introduction to Computer Applications and Systems
This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office™ tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.

MGT 230 ..........................................................................................3 credits
Management Theory and Practice
This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.

MGT 311 ..........................................................................................3 credits
Organizational Development
This organizational behavior course encompasses the study of individual and group behavior in organizational settings. Students will learn to examine their role in an organization. Other topics include strategic elements of organizational behavior, workforce diversity, managing change, effective communication, and performance systems.

ACC 290 ..........................................................................................3 credits
Principles of Accounting I
This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

ACC 291 ..........................................................................................3 credits
Principles of Accounting II
This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.

ETH 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 asso-
Principles of Microeconomics
This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 365 ................................................................. 3 credits

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 372 ................................................................. 3 credits

Marketing
This course involves an integrated analysis of the role of marketing within the total organization. Specific attention is given to the analysis of factors affecting consumer behavior, the identification of marketing variables, the development and use of marketing strategies, and the discussion of international marketing issues.

MKT 421 ................................................................. 3 credits

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.

ACC 349 ................................................................. 3 credits

Quantitative Analysis for Business
This course integrates applied business research and descriptive statistics. Students will learn to apply business research and descriptive statistics in making better business decisions. Other topics include examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings in business and research.

QNT 351 ................................................................. 3 credits

Integrated Business Topics
The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery.

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. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 423 ................................................................. 3 credits

Intermediate Financial Accounting III
This course is the third of a three-part series of courses related to intermediate accounting. This course examines owner’s equity, investments, income taxes, pensions and post-retirement benefits, as well as changes and error analysis. The course finishes with a look at derivative instruments. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 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, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

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

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

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

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

Bachelor of Science/Concentration in Accounting (Ohio)  

The following Bachelor of Science/Concentration in Accounting (BSACC)
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 financial statements to support effective fiscal decision making.
- Graduates will be able to evaluate various accounting activities in relation to ethical, legal, and professional standards.
- Graduates will be able to demonstrate an understanding of issues in the areas of government and not-for-profit accounting, international transactions, taxation, and auditing.

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

Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student’s specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine requirements. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction’s requirements will be consistent with the requirements at the time of admission.

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

Program Category Requirements - A Track and B Track

**Communications, 3 total credits**

- BCOM 230 ~ .............................................................. 3 credits

**Business Communication for Accountants**
(The prerequisite requirement only applies to B Track students)

**Business Information Systems, 3 total credits**
- BIS 220 ~ ............................................................. 3 credits
  Introduction to Computer Applications and Systems

**Management, 6 total credits**
- MGT 230 ~ ............................................................ 3 credits
  Management Theory and Practice
- MGT 311 ~ ............................................................ 3 credits
  Organizational Development

**Accounting Principles, 6 total credits**
- ACC 290 ~ ............................................................ 3 credits
  Principles of Accounting I
- ACC 291 ~ ............................................................ 3 credits
  Principles of Accounting II

**Ethics, 3 total credits**
- ETH 376 ~ ............................................................. 3 credits
  Accounting Ethics and Professional Regulations

**Law, 3 total credits**
- LAW 421 ~ ............................................................ 3 credits
  Contemporary Business Law

**Economics, 6 total credits**
- ECO 365 ~ ............................................................ 3 credits
  Principles of Microeconomics
- ECO 372 ~ ............................................................ 3 credits
  Principles of Macroeconomics

**Marketing, 3 total credits**
- MKT 421 ~ ............................................................. 3 credits
  Marketing

**Finance, 3 total credits**
- FIN 370 ~ ............................................................. 3 credits
  Finance for Business

**Quantitative Studies, 3 total credits**
- QNT 351 ~ ............................................................ 3 credits
  Quantitative Analysis for Business

**Strategy, 3 total credits**
- BUS 475 ~ ............................................................. 3 credits
  Integrated Business Topics

**Accounting Information Systems, 3 total credits**
- ACC 340 ~ ............................................................ 3 credits
  Accounting Information Systems I

**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

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University of Phoenix, 2013-2014

UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS
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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HSET examination with a passing score.
- 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: 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)
  - Must include at least three (3) credits in the physical or biological sciences

- **Humanities Requirement 6 credits**
  - (B Track must include: HUM 114)

- **Social Science Requirement 6 credits**
  - (B Track must include: PSY 211)

- **Additional Liberal Arts Requirement 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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
- A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
- 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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the BSACC

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.

The following courses in the required course of study may not be waived: ACC 497, BCOM 230, BUS 475.

Course Descriptions for the BSACC

**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 Computer Information Systems. Students learn to apply Microsoft Office™ tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.

**MGT 230** ...................................................................................... 3 credits

**Management Theory and Practice**

This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.

**MGT 311** ...................................................................................... 3 credits

**Organizational Development**

This organizational behavior course encompasses the study of individual and group behavior in organizational settings. Students will learn to examine their role in an organization. Other topics include strategic elements of organizational behavior, workforce diversity, managing change, effective communication, and performance systems.

**ACC 290** ...................................................................................... 3 credits

**Principles of Accounting I**

This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

**ACC 291** ...................................................................................... 3 credits

**Principles of Accounting II**

This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.

**ETH 376** ...................................................................................... 3 credits

**Accounting Ethics and Professional Relations**

This course providing 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 421 ...................................................................................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 422 ...................................................................................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 423 ...................................................................................3 credits

Intermediate Financial Accounting II
This course is the second of the three part series of courses related to intermediate accounting. This section examines the balance sheet in more detail, including intangible assets, current liabilities and contingencies, long-term liabilities, stockholder’s equity, and earnings per share. The course finishes with a look at investments and revenue recognition. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 424 ...................................................................................3 credits

Intermediate Financial Accounting III
This course is the third of a three-part series of courses related to intermediate accounting. This course examines owner’s equity, investments, income taxes, pensions and post-retirement benefits, as well as changes and error analysis. The course finishes with a look at derivative instruments. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 425 ...................................................................................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 455 ...................................................................................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.

MTH 209 ...................................................................................3 credits

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

GEN 200 ........................................................................................................................................ 3 credits
Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 101 ........................................................................................................................................ 3 credits
Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 ........................................................................................................................................ 3 credits
Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

Associate Programs Pathways Program
Non-degree seeking students are permitted to take courses if admitted into the Pathways Program. The Pathways Program is designed for current high school juniors and seniors seeking to earn college credits while still enrolled in secondary schools. Pathways students may earn a maximum of 12 credits at the University of Phoenix. Non-degree students are not eligible to receive most types of financial aid or veterans benefits and must demonstrate English proficiency, if applicable, to be eligible for course enrollment. The Pathways Program admissions process must be completed before enrollment in any courses.

Admission into the Pathways program requires:
• Pathways Non-degree Application
• High School Junior or Senior Standing
• Pathways students must meet all prerequisite requirements for the program in which the courses are included. Students must also meet all admission requirements, with the exception of the HS diploma or equivalent
• Parent or guardian consent
• $25 application fee
Before proceeding beyond 12 credits, Pathways program students must submit a University of Phoenix degree seeking application for admission, possess a high school diploma (or equivalent), and be granted acceptance to the University of Phoenix. Pathways students who want to earn more than 12 credits will be deemed degree seeking and be required to submit an application for admission to a University of Phoenix degree program.

Note: The Pathways Program is not available in all states. Please consult an enrollment counselor to determine if residents of a specific state are eligible for this program.
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Associate of Arts/Concentration in Information Technology

The following Associate of Arts/Concentration in Information Technology (AAIT) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts with a concentration in Information Technology focuses on basic understanding of programming practices, web design and the creation of web pages, local and wide area networking and information systems security. Courses build upon the fundamentals of information technology to give students the skills needed to address and solve real-world IT problems. For more information about our graduation rates, the median debt needed to address and solve real-world IT problems.

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

Concentration in Information Technology

IT 210 ~ Fundamentals of Programming with Algorithms and Logic 3 credits
IT 236 ~ Intro to Web Design I 3 credits
Intro to Web Design I
IT 237 ~ Intro to Web Design II 3 credits
Intro to Web Design II
IT 240 ~ Introduction to LAN Technologies 3 credits
Introduction to LAN Technologies
IT 242 ~ Introduction to WAN Technologies 3 credits
Introduction to WAN Technologies
IT 244 ~ Introduction to IT Security 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

- 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)

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.

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.
- 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.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

Associate of Arts
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 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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- 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.

Additional Residency Requirements and Course Waivers for the AAIT

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.

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.
IT 244 ................................................................................................................................. 3 credits
Intro to IT Security
General concepts of information systems security will be introduced. Content includes governmental views, positions and processes of national security. Other concepts include contingency planning and business resumption planning, backup schemes and implementation strategies, as well as an introduction to various types of invasive actions and prevention measures.
COM 150 ................................................................................................................................. 3 credits
Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.
COM 220 ................................................................................................................................. 3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.
ETH 125 ................................................................................................................................. 3 credits
Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.
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.

The Associate of Arts/Emphasis in Information Technology (Maryland-Online)

The following Associate of Arts/Emphasis in Information Technology (AAIT) program may be offered at these University of Phoenix campus locations: Online, depending on the state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts with an emphasis in Information Technology focuses on basic understanding of programming practices, web design and the creation of web pages, local and wide area networking and information systems security. Courses build upon the fundamentals of information technology to give students the skills needed to address and solve real-world IT problems.

For more information about our graduation rates, the median debt needed to address and solve real-world IT problems. A minimum grade point average (GPA) of 2.0.

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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

General Education Requirements for the AAIT
Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: LIS 101)
Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. 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. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for AAIT
The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.
• 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.
• Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

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.
• All FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• 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.

Additional Residency Requirements and Course Waivers for the AAIT

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.

Course Descriptions for the AAIT

IT 237 ..........................................................3 credits
Intro to Web Design I
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

IT 238 ..........................................................3 credits
Intro to Web Design II
This course focuses on the creation of robust, well-structured, esthetically pleasing, text-based Web pages. Students create Web pages using Hypertext Markup Language (HTML), and discuss consideration on how to publish completed pages and advertise through 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 protocols, hardware selection and usage, and basic WAN security considerations and planning.

IT 244 ..........................................................3 credits
Intro to IT Security
General concepts of information systems security will be introduced. Content includes governmental views, positions and processes of national security. Other concepts include contingency planning and business resumption planning, backup schemes and implementation strategies, as well as an introduction to various types of invasive actions and prevention measures.

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

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

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

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

GEN 105 ............................................................................................. 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Concentration in Information Technology/Networking

The following Associate of Arts/Concentration in Information Technology/Networking (AAIT/N) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts in Information Technology/Networking concentration focuses on information systems and the analysis, design, and security of modern computer networks. Courses emphasize Local Area Networks, Wireless Local Area Networks, Wide Area Networks, and network security. Students will be able to simulate network administration tasks through remote access to real hardware and software commonly used in the IT industry. Additionally, courses include scenario-based activities, placing students in real-world situations that allow them to apply foundational knowledge and skills. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ait-n.

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

Concentration in Information Technology/Networking - Track A and B

IT 205 ............................................................................................. 3 credits
Management Information Systems
IT 210 ............................................................................................. 3 credits
Fundamentals of Programming with Algorithms and Logic
IT 240 ~ ............................................................................................. 3 credits
Intro to LAN Technologies
IT 241 ~ ............................................................................................. 3 credits
Intro to W-LAN Technologies
IT 242 ~ ............................................................................................. 3 credits
Intro to WAN Technologies
IT 244 ~ ............................................................................................. 3 credits

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

Additional Admission Requirements for AAIT/N

• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

General Education Requirements for the AAIT/N

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: SCI 162)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: LIS 101)
Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

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

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

Degree Requirements for AAIT/N
The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.
• 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.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Associate of Arts

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.
• All 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,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• 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 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.

Additional Residency Requirements and Course Waivers for the AAIT/N
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.

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.

Fundamentals of Programming with Algorithms and Logic
This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.
IT 240 ......................................................................................3 credits

LAN Technologies
This foundational course covers local area network (LAN) topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.
IT 241 ......................................................................................3 credits

Introduction to W-LAN Technologies
Concepts of wireless networking systems include wireless networking topologies, hardware protocols, hardware selection and implementation, interfaces with MAN, LAN and WAN networks, basic wireless security and integration concepts.
IT 242 ......................................................................................3 credits

Introduction to WAN Technologies
This course covers Wide Area Networking/Enterprise networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.
IT 244 ......................................................................................3 credits

Intro to IT Security
General concepts of information systems security will be introduced. Content includes governmental views, positions and processes of national security. Other concepts include contingency planning and business resumption planning, backup schemes and implementation strategies, as well as an introduction to various types of invasive actions and prevention measures.
COM 150 ..................................................................................3 credits

Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.
COM 220 ..................................................................................3 credits

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.
Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

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

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Emphasis in Information Technology/Networking (Maryland-Online)

The following Associate of Arts/Emphasis in Information Technology/Networking (AAIT/N) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts in Information Technology/Networking emphasis focuses on information systems and the analysis, design, and security of modern computer networks. Courses emphasize Local Area Networks, Wireless Local Area Networks, Wide Area Networks, and network security. Students will be able to simulate network administration tasks through remote access to real hardware and software commonly used in the IT industry. Additionally, courses include scenario-based activities, placing students in real world situations that allow them to apply foundational knowledge and skills.

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

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

Management Information Systems
IT 210 .................................................................................... 3 credits

Fundamentals of Programming with Algorithms and Logic
IT 240 ~ ................................................................................ 3 credits

Intro to LAN Technologies
IT 241 ~ ................................................................................ 3 credits

Intro to W-LAN Technologies
IT 242 ~ ................................................................................ 3 credits

Intro to WAN Technologies
IT 244 ~ ................................................................................ 3 credits

Intro to IT Security

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

Additional Admission Requirements for AAIT/N

• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

General Education Requirements for the AAIT/N

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

Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: 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)

All undergraduate students are required to complete the minimum general education credits required by their program version. 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. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for AAIT/N

The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.
• 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.
• Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Associate of Arts

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.
• All FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• 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 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.

Additional Residency Requirements and Course Waivers for the AAIT/N
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of nationally or approved nationally accredited transferable coursework.

Course Descriptions for the AAIT/N
IT 205 ........................................................................................3 credits
Management of Information Systems
This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.
IT 210 ........................................................................................3 credits
Fundamentals of Programming with Algorithms and Logic
This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.
IT 240 ........................................................................................3 credits
LAN Technologies
This foundational course covers local area network (LAN) topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.
IT 241 ........................................................................................3 credits
Introduction to W-LAN Technologies
Concepts of wireless networking systems include wireless networking topologies, hardware protocols, hardware selection and implementation, interfaces with MAN, LAN and WAN networks, basic wireless security and integration concepts.
IT 242 ........................................................................................3 credits
Introduction to WAN Technologies
This course covers Wide Area Networking/Enterprise networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.
IT 244 ........................................................................................3 credits
Intro to IT Security
General concepts of information systems security will be introduced. Content includes governmental views, positions and processes of national security. Other concepts include contingency planning and business resumption planning, backup schemes and implementation strategies, as well as an introduction to various types of invasive actions and prevention measures.
COM 150 ....................................................................................3 credits
Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.
COM 220 ....................................................................................3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

306
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.

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<th>Course</th>
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<td>ETH 125</td>
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<td>and modern perspectives on diversity.</td>
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<tr>
<td>Associate of Arts/Concentration in Information Technology/Programming</td>
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</table>

The following Associate of Arts/Concentration in Information Technology/Programming (AAIT/PRG) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

A concentration in Programming offers coursework in computer scripting and programming. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aait-prg.

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

Concentration in Information Technology/Programming - Track A and B

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>IT 205 ~</td>
<td>3 credits</td>
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<tr>
<td>Management of Information Systems</td>
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<tr>
<td>IT 210 ~</td>
<td>3 credits</td>
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<tr>
<td>Fundamentals of Programming with Algorithms &amp; Logic</td>
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<tr>
<td>IT 236 ~</td>
<td>3 credits</td>
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<tr>
<td>Intro to Web Design I</td>
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<tr>
<td>IT 237 ~</td>
<td>3 credits</td>
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<tr>
<td>Intro to Web Design II</td>
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<tr>
<td>IT 215 ~</td>
<td>3 credits</td>
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<tr>
<td>Java Programming</td>
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<tr>
<td>IT 218 ~</td>
<td>3 credits</td>
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<tr>
<td>Introduction to C/C++</td>
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</tbody>
</table>

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

Additional Admission Requirements for AAIT/PRG

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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)

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

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

Degree Requirements for AAIT/PRG

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
Additional Residency Requirements and Course Waivers for the AAIT/PRG

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.

Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

Associate of Arts

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.

All 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,
- National Testing Programs, and
- ACE evaluated Military credits.

The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.

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.

Additional Residency Requirements and Course Waivers for the AAIT/PRG

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.

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 230 .........................................................3 credits
Intro to Web Design I

Intro to Web Design I combines the study of foundational Web design principles with the practice of Web page construction to create business and e-business Web sites. Students conceptualize, design, and refine a Web site while satisfying class assignment and final project requirements. Students explore best practices for creating quality Web page layouts, navigation, appearance, functionality, and multimedia. Used to create basic designs are Adobe® Photoshop® Elements, and the Macromedia® Studio MX 2004 software package which includes Macromedia® Dreamweaver® and Macromedia® Flash®.

IT 237 ........................................................3 credits
Intro to Web Design II

This course focuses on the creation of robust, well-formatted, esthetically pleasing, text-based Web pages. Students create Web pages using Hypertext Markup Language (HTML), and discussion centers on how to publish completed pages and advertise those pages on the Web.

IT 215 ........................................................3 credits
JAVA Programming

JAVA has rapidly become the language of choice for platform independent implementations. This course provides a general introduction to programming, data structures and object-oriented programming in particular. The syntax and semantics of the JAVA language are addressed, as well as related topics which include object-oriented programming concepts, terminology, and notation. This class requires the Java2 Software Development Kit, Student Edition V, 1.4.2_02 2003.

IT 218 ........................................................3 credits
Introduction to C/C++

This course introduces the student to C/C++ programming. The syntax and semantics of the C/C++ programming language are used to produce simple computer programs.

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

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

COM 220 ........................................3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.
ETH 125 ................................................................. 3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.
CRT 205 ................................................................. 3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media—including television, Internet, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.
GEN 105 ................................................................. 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Emphasis in Information Technology/Programming (Maryland-OnLine)

The following Associate of Arts/Emphasis in Information Technology/Programming (AAIT/PRG) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

A concentration in Programming offers coursework in computer scripting and programming.
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aa-it-prg.
Courses requiring prerequisites are identified by a ~ symbol following the course number.

Concentration in Information Technology/Programming - Track A and B
IT 205 ~ ................................................................. 3 credits
Management of Information Systems
A minimum grade point average (GPA) of 2.0.

Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

**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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- 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.

**Additional Residency Requirements and Course Waivers for the AAIT/PRG**

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.

**Course Descriptions for the AAIT/PRG**

**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.

**Intro to Web Design I**

Intro to Web Design I combines the study of foundational Web design principles with the practice of Web page construction to create business and e-business Web sites. Students conceptualize, design, and refine a Web site while satisfying class assignment and final project requirements. Students explore best practices for creating quality Web page layouts, navigation, appearance, functionality, and multimedia. Used to create basic designs are Adobe® Photoshop® Elements, and the Macromedia® Studio MX 2004 software package which includes Macromedia® Dreamweaver® and Macromedia® Flash®.

**Intro to Web Design II**

This course focuses on the creation of robust, well-formatted, esthetically pleasing, text-based Web pages. Students create Web pages using Hypertext Markup Language (HTML), and discussion centers on how to publish completed pages and advertise those pages on the Web.

**JAVA Programming**

JAVA has rapidly become the language of choice for platform 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.

**Introduction to C/C++**

This course introduces the student to C/C++ programming. The syntax and semantics of the C/C++ programming language are used to produce simple computer programs.

**Effective Essay Writing**

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

**Research Writing**

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

ETH 125 ................................................................................... 3 credits

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

CRT 205 ................................................................................... 3 credits

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

GEN 105 ................................................................................... 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Concentration in Information Technology/Web Design

The following Associate of Arts/Concentration in Information Technology/Web Design (AAIT/WD) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree with a concentration in Information Technology/Web Design focuses on the application of web authoring tools, HTML, programming language, and web standards to design and implement websites for a variety of business applications. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ait-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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

• 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)

All undergraduate students are required to complete the minimum general education credits required by their program version. 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. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
Degree Requirements for AAIT/WD

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- 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.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

  Associate of Arts

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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- 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.

Additional Residency Requirements and Course Waivers for the AAIT/WD

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.

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 practice. 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®.

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.

Intro to Web Design III

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.

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 agree-
ment, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

**Research Writing**

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

**ETH 125** ................................................................. 3 credits

**Cultural Diversity**

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

**CRT 205** ................................................................. 3 credits

**Critical Thinking**

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

**GEN 105** ................................................................. 3 credits

**Skills for Learning in an Information Age**

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

**Associate of Arts/Emphasis in Information Technology/Web Design (Maryland-Online)**

The following Associate of Arts/Emphasis in Information Technology/Web Design (AAIT/WD) program may be offered at this University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree with an emphasis in Information Technology/Web Design focuses on the application of web authoring tools, HTML, programming language, and web standards to design and implement websites for a variety of business applications.

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

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

**Emphasis in Information Technology/Web Design - Track A and B**

**IT 205** ~ ................................................................. 3 credits

Management Information Systems

**IT 210** ~ ................................................................. 3 credits

Fundamentals of Programming with Algorithms and Logic

**IT 235** ~ ................................................................. 3 credits

Image Editing and Implementation

**IT 236** ~ ................................................................. 3 credits

Intro to Web Design I

**IT 237** ~ ................................................................. 3 credits

Intro to Web Design II

**IT 238** ~ ................................................................. 3 credits

Web Systems

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

**Additional Admission Requirements for AAIT/WD**

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

**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**

(A Track must include: 3 credits in the physical or biological sciences)

(B Track must include: SCI 162)

**Science & Technology Requirement 6 credits**

(A Track must include: ETH 125)

(B Track must include: PSY 201 and ETH 125)

**Social Science Requirement 6 credits**

(A Track must include: HUM 111)

(B Track must include: HIS 114)

**Humanities Requirement 6 credits**

(A Track must include: CRT 205)

(B Track must include: HUM 111)

**Additional Liberal Arts Requirement 3 credits**

(A Track must include: GEN 105)

(B Track must include: US 101)

**Interdisciplinary Requirement 9 credits**

(A Track must include: FP 101)

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

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

The degree requirements for this program are the following:
- Completion of a minimum of 60 credits.
- 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.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

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.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- 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.

Additional Residency Requirements and Course Waivers for the AAIT/WD

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.

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 agree-
ment, and pronoun case. Students also complete exercises covering
topic sentences, paragraph development, citations, and formatting
guidelines.

COM 220 .................................................................................... 3 credits

Research Writing

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

ETH 125 .................................................................................... 3 credits

Cultural Diversity

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

CRT 205 .................................................................................... 3 credits

Critical Thinking

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

GEN 105 .................................................................................... 3 credits

Skills for Learning in an Information Age

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

Associate of Arts/Concentration in Information
Technology/Information Technology Support

The following Associate of Arts/Concentration in Information
Technology/Information Technology Support (AAIT/ITS) program may be
offered at these University of Phoenix campus locations: Online,
depending on state of residence. The availability of programs and
concentrations depend on student demand and other factors. Not all
programs may be available to all residents of all states. Students may want
to consider completing certain courses in the Online classroom at Online
rates if the program is available via the Online modality in their state.
Please contact your enrollment advisor for more information.

The Associate of Arts Degree with a concentration in Information
Technology/Information Technology Support covers theory and
practice to provide a foundation in hardware and software com-
puter 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/aaits.

Courses requiring prerequisites are identified by a ~ symbol fol-
lowing 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, CHSPE
  (California High School Proficiency Examination) certificate, or
  completion of the HiSET examination with a passing score.
• 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: LUS 101)

Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

All undergraduate students are required to complete the minimum
general education credits required by their program version. 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. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Degree Requirements for AAIT/ITS**

The degree requirements for this program are the following:
- Completion of a minimum of 60 credits.
- 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.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts.

**Academic Progression Requirements for the AAIT/ITS**

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track and are required to complete the First-Year Sequence. US 101 will be required as the first course in the first block of the First-Year Sequence.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- 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.

**Additional Residency Requirements and Course Waivers**

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.

**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

**Computer Software Fundamentals**

This course is an introduction to the fundamentals of the Vista and legacy Windows Operating Systems (98/ME, 2000/XP) for computer software configuration, file management, performance monitoring, optimization, maintenance, recover and repair. Activities that are critical to this course include remote access to hands-on LiveLabs and Scenarios.

**IT 284** ........................................................................3 credits

**Enterprise Computer Support**

This course is an introduction to the roles, responsibilities, and skills required to become a professional computer support PC Technician and provide exceptional computer support service. This includes the fundamentals of customer service, effective questioning, verbal and non-verbal communication, on-site support, telephone support, remote e-commerce support, and dealing with difficult customers. This course includes remote access to hands-on, real-world customer support issues and Scenarios.

**IT 286** ........................................................................3 credits

**Computer Maintenance and Troubleshooting**

This course is an introduction to computer hardware and software maintenance and troubleshooting. Each Module of the course will focus on typical problem scenarios, diagnostics, procedures and solutions. The final Module of this course provides you with a problem scenario to demonstrate your understanding of diagnostic skills and solution implementation. This course includes remote access to hands-on LiveLabs and Scenarios.
The Associate of Arts Degree with an emphasis in Information Technology/Information Technology Support covers theory and practice to provide a foundation in hardware and software computer support. Online labs give students hands on experience in hardware, software, networking and security fundamentals.

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

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

**Emphasis in Information Technology/Information Technology Support - Track A and B**

**IT 205 ~** ................................................................. 3 credits
Management of Information Systems

**IT 206 ~** ................................................................. 3 credits
PC Applications Support

**IT 280 ~** ................................................................. 3 credits
Computer Hardware Fundamentals

**IT 282 ~** ................................................................. 3 credits
Computer Software Fundamentals

**IT 284 ~** ................................................................. 3 credits
Enterprise Computer Support

**IT 286 ~** ................................................................. 3 credits
Computer Maintenance and Troubleshooting

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

**Additional Admission Requirements for AAIT/ITS**

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

**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: LIS 101)

Interdisciplinary Requirement 9 credits
All undergraduate students are required to complete the minimum general education credits required by their program version. 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.

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

**Degree Requirements for AAIT/ITS**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- 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.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

**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.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework.
  - Regionally or nationally accredited coursework (C- or higher grade).
  - University of Phoenix Prior Learning Assessment.
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

**Additional Residency Requirements and Course Waivers for the AAIT/ITS**

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.

**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

**Computer Software Fundamentals**

This course is an introduction to the fundamentals of the Vista and legacy Windows Operating Systems (98/ME, 2000/XP) for computer software configuration, file management, performance monitoring, optimization, maintenance, recovery and security. Activities that are critical to this course include remote access to hands-on LiveLabs and Scenarios.

**IT 284** ................................................................. 3 credits

**Enterprise Computer Support**

This course is an introduction to the roles, responsibilities, and skills required to become a professional computer support PC Technician and provide exceptional computer support service. This includes the fundamentals of customer service, effective questioning, verbal and non-verbal communication, on-site support, telephone support, remote e-commerce support, and dealing with difficult customers. This course includes remote access to hands-on, real-world customer support issues and Scenarios.

**IT 286** ................................................................. 3 credits

**Computer Maintenance and Troubleshooting**

This course is an introduction to computer hardware and software maintenance and troubleshooting. Each Module of the course will focus on typical problem scenarios, diagnostics, procedures and
solutions. The final Module of this course provides you with a problem scenario to demonstrate your understanding of diagnostic skills and solution implementation. This course includes remote access to hands-on LiveLabs and Scenarios.

COM 150 .................................................................................................................. 3 credits

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

COM 220 .................................................................................................................. 3 credits

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

ETH 125 .................................................................................................................. 3 credits

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

CRT 205 .................................................................................................................. 3 credits

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

GEN 105 .................................................................................................................. 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Concentration in Information Technology/Database Development Concentration

The following Associate of Arts/Concentration in Information Technology/Database Development Concentration (AAIT/DBD) degree program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This concentration focuses on the installation and programming of database applications in the business environment. The development of queries and reports from a database are addressed in this program as well as the backup, recovery, and security of databases. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aaht-dbld.

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

Concentration in Information Technology/Database Development - Track A and B

IT 205~ .......................................................... 3 credits
Management of Information Systems

IT 210~ .......................................................... 3 credits
Fundamentals of Programming with Algorithms & Logic

IT 260~ .......................................................... 3 credits
Intro to Desktop Databases

IT 261~ .......................................................... 3 credits
Advanced Desktop Databases

IT 264~ .......................................................... 3 credits
Introduction to SQL

IT 265~ .......................................................... 3 credits
Managing the Database Environment

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

Additional Admission Requirements for AAIT/DBD

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

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

• Tennessee: Students residing in Tennessee who are attending a local campus in Tennessee, including from any cross-border classes via the Online modality and students attending a local campus in Tennessee, 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)

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

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

**Degree Requirements for AAIT/DBD**
The degree requirements for this program are the following:
- Completion of a minimum of 60 credits.
- 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.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts.

**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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- 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.

**Additional Residency Requirements and Course Waivers for the AAIT/DBD**
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.

**Course Descriptions for the AAIT/DBD**
- **IT 205** ................................................................. 3 credits
  **Management of Information Systems**
  This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.
- **IT 210** ................................................................. 3 credits
  **Fundamentals of Programming with Algorithms and Logic**
  This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.
- **IT 260** ................................................................. 3 credits
  **Introduction to Desktop Databases**
  This course will cover the use desktop database software to create small database applications. Emphasis will be placed on creating databases and forms. Hands-on experience in the installation, design, and debugging of desktop database software will be included in this course.
- **IT 261** ................................................................. 3 credits
  **Advanced Desktop Databases**
  This course is a continuation in the study of desktop database software. Emphasis will be placed on database design, reporting, queries and data analysis using desktop database software.
- **IT 264** ................................................................. 3 credits
  **Introduction to SQL**
  This course provides an introduction to the Structured Query Language (SQL) that provides a unified language that lets you query, manipulate, or control data in a business applications environment.
- **IT 265** ................................................................. 3 credits
Managing the Database Environment
This course provides an introduction to the installation, configuration, support, availability and recovery databases. The considerations for database administration addressing the requirements for user access, security, backup and recovery will be covered in this course.

COM 150 ................................................................. 3 credits

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

COM 220 ................................................................. 3 credits

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

ETH 125 ................................................................. 3 credits

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

CRT 205 ................................................................. 3 credits

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

GEN 105 ................................................................. 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Emphasis in Information Technology/Database Development Emphasis (Maryland-Online)

The following Associate of Arts/Emphasis in Information Technology/Database Development Emphasis (AAIT/DBD) degree program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This emphasis focuses on the installation and programming of database applications in the business environment. The development of queries and reports from a database are addressed in this program as well as the backup, recovery, and security of databases. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aait-dbd.

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

Emphasis in Information Technology/Database Development - Track A and B

IT 205~ ................................................................. 3 credits

Management of Information Systems
IT 210~ ................................................................. 3 credits

Fundamentals of Programming with Algorithms & Logic
IT 260~ ................................................................. 3 credits

Intro to Desktop Databases
IT 261~ ................................................................. 3 credits

Advanced Desktop Databases
IT 264~ ................................................................. 3 credits

Introduction to SQL
IT 265~ ................................................................. 3 credits

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

Additional Admission Requirements for AAIT/DBD

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

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

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
All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.

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

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

Additional Residency Requirements and Course Waivers for the AAIT/DBD

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.

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
The following Associate of Arts/Concentration in Information Technology (AAIT) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts with a concentration in Information Technology focuses on basic understanding of programming practices, web design and the creation of web pages, local and wide area networking and information systems security. Courses build upon the fundamentals of information technology to give students the skills needed to address and solve real-world IT problems. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aait-mn.

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-ar.

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

**Concentration in Information Technology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 150</td>
<td>Effective Essay Writing</td>
<td>3</td>
</tr>
<tr>
<td>ETH 125</td>
<td>Cultural Diversity</td>
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<td>CRT 205</td>
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<td>GEN 105</td>
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<td>IT 210 ~</td>
<td>Fundamentals of Programming with Algorithms &amp; Logic</td>
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<td>IT 236 ~</td>
<td>Intro to Web Design I</td>
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</tbody>
</table>

**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 a minimum of 6 credits in lab science.

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.

**Arkansas AAIT and AAIT/WD B Track students are not required to take**
The lab science 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)

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

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 who reside in Arkansas are required to complete a minimum of 6 credits in Lab Sciences. Students who complete BIO 100 to fulfill the requirement may be required to complete more than 60 credits to fulfill all requirements for the degree program.

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)

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

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

Degree Requirements for the AAIT

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- 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.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Associate of Arts

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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- 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.

Additional Residency Requirements and Course Waivers for...
the AAIT

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.

Course Descriptions for the AAIT

**IT 210.** Fundamentals of Programming with Algorithms and Logic
- This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design. 3 credits

**Intro to Web Design I.**
- This foundational course covers local area network (LAN) topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts. 3 credits

**Intro to Web Design II.**
- This course focuses on the creation of robust, well-formatted, aesthetically pleasing, text-based Web pages. Students create Web pages using Hypertext Markup Language (HTML), and discussion centers on how to publish completed pages and advertise those pages on the Web. 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. 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. 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. 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. 3 credits

**Introduction to 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. 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. 4 credits

**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.

ETH 125 ................................................................................. 3 credits

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

CRT 205 ................................................................................... 3 credits

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

GEN 105 ................................................................................... 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Concentration in Information Technology/Networking (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Information Technology/Networking (AAIT/N) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts in Information Technology/Networking concentration focuses on information systems and the analysis, design, and security of modern computer networks. Courses emphasize Local Area Networks, Wireless Local Area Networks, Wide Area Networks, and network security. Students will be able to simulate network administration tasks through remote access to real hardware and software commonly used in the IT industry. Additionally, courses include scenario-based activities, placing students in real-world situations that allow them to apply foundational knowledge and skills.

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

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

Concentration in Information Technology/Networking - Track A and B

IT 205 ~ ..................................................................................... 3 credits
Management Information Systems
IT 210 ~ ..................................................................................... 3 credits
Fundamentals of Programming with Algorithms and Logic
IT 240 ~ ..................................................................................... 3 credits
Intro to LAN Technologies
IT 241 ~ ..................................................................................... 3 credits
Intro to W-LAN Technologies
IT 242 ~ ..................................................................................... 3 credits
Intro to WAN Technologies

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

Additional Admission Requirements for AAIT/N
- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AAIT/N for Arkansas Students

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

Mathematics Requirement 6 credits
Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.

Must include: MAT 219 and MAT 220

Science & Technology Requirement 9 credits
(B Track must include: SCI 162)

Social Science Requirement 9 credits
(A Track must include: ETC 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)

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

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.
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 who reside in Arkansas are required to complete a minimum of 6 credits in Lab Sciences. Students who complete BIO 100 to fulfill the requirement may be required to complete more than 60 credits to fulfill all requirements for the degree program.

**General Education Requirements for the AAIT/N for Minnesota Student**

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)

All undergraduate students are required to complete the minimum general education credits required by their program version. 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. Students who lack 67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Degree Requirements for the AAIT/N**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- 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.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

  **Associate of Arts**

**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.
- All 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:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment,
  - National Testing Programs, and
  - ACE evaluated Military credits.

- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.

- 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.

**Additional Residency Requirements and Course Waivers for the AAIT/N**

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.

**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 emphasis on coherence and correctness in written communication. 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 common confused words, modifiers, parallel structure, and sentence variety.

MAT 219 ..........................................................3 credits

Introducing to College Algebra
This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 220 ..........................................................3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

BIO 100 ..........................................................4 credits

Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 ..........................................................3 credits

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

HIS 135 ..........................................................3 credits

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

ETH 125 ..........................................................3 credits

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

CRT 205 ..........................................................3 credits

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

GEN 106 ..........................................................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/Web Design (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Information Technology/Web Design (AAIT/WD) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on
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 210** ~ Fundamentals of Programming with Algorithms and Logic, 3 credits
- **IT 235** ~ Image Editing and Implementation, 3 credits
- **IT 236** ~ Intro to Web Design I, 3 credits
- **IT 237** ~ Intro to Web Design II, 3 credits
- **IT 210** ~ Fundamentals of Programming with Algorithms and Logic, 3 credits
- **IT 235** ~ Image Editing and Implementation, 3 credits
- **IT 236** ~ Intro to Web Design I, 3 credits
- **IT 237** ~ Intro to Web Design II, 3 credits
- **Web Systems**

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

**Additional Admission Requirements for AAIT/WD**

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

**General Education Requirements for the AAIT/WD 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 a minimum of 6 credits in lab science.

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.

Arkansas AAIT and AAIT/WD B Track students are not required to take SCI 162.

The lab science 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)

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

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.

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 who reside in Arkansas are required to complete a minimum of 6 credits in Lab Sciences. Students who complete BIO 100 to fulfill the requirement may be required to complete more than 60 credits to fulfill all requirements for the degree program.

**General Education Requirements for the AAIT/WD for Minnesota Students**

Communication Arts Requirement 6 credits

(A Track must include: COM 150 and COM 220)

(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

Science & Technology Requirement 9 credits

(B Track must include: SCI 162)

Students in the AAIT and AAIT/WD programs must complete IT 205 as a required Science course as this course is a prerequisite to courses in the concentration.

Social Science Requirement 9 credits

(A Track must include: ETH 125)

(B Track must include: PSY 201 and ETH 125)

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)

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

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.

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

Degree Requirements for the AAIT/WD

The degree requirements for this program are the following:

• Completion of a minimum of 60 credits.
• 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.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

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.
• All 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,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• 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.

Additional Residency Requirements and Course Waivers for the AAIT/WD

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.

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 (DHHTML), 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
professor 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 the security, privacy, and safety issues associated with information technology.

HIS 135 .......................................................... 3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.

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

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

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 (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Information Technology/Information Technology Support (AAIT/ITS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residency. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The 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
  (A Track must include: SCI 162)
  (B Track must include: SCI 162)
  Must include a minimum of 6 credits in lab science.
  The lab science 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)

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

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.

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

**Degree Requirements for the AAIT/ITS**

The degree requirements for this program are the following:
- Completion of a minimum of 60 credits.
- 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 who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance.

**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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military 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.

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 subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.
tually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 135 ................................................................. 3 credits

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

ETH 125 ................................................................. 3 credits

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

CRT 205 ................................................................. 3 credits

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

GEN 105 ................................................................. 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Concentration in Information Technology/Programming (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Information Technology/Programming (AAIT/PRG) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

A concentration in Programming offers coursework in computer scripting and programming.

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

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

Concentration in Information Technology/Programming - Track A and B

IT 205 ~ ................................................................. 3 credits
Management of Information Systems
IT 210 ~ ................................................................. 3 credits
Fundamentals of Programming with Algorithms and Logic
IT 236 ~ ................................................................. 3 credits
Intro to Web Design I
IT 215 ~ ................................................................. 3 credits
Java Programming
IT 218 ~ ................................................................. 3 credits
Introduction to C/C++

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

Additional Admission Requirements for AAIT/PRG

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

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)

The lab science 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)

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

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.

Students who list 24 or more previous college credits, as recognized by the university on the admissions application, may transfer approved nationally accredited coursework.

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 who reside in Arkansas are required to complete a minimum of 6 credits in Lab Sciences. Students who complete BIO 100 to fulfill the requirement may be required to complete more than 60 credits to fulfill all requirements for the degree program.

Minnesota Students

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
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)

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

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

Degree Requirements for the AAIT/PRG

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- 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.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Associate of Arts

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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be at 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.

Additional Residency Requirements and Course Waivers for the AAIT/PRG

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.

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 program-
Students focus on gathering research, evaluating and documenting guidelines. Students also complete exercises covering verb tense and form, subject-verb and pronoun-antecedent agreement, and the difference between fact and opinion. Grammar exercises focus on coherence and correctness in written communication. Students also conduct basic research for the expository essay.

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.

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.

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 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.

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, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

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

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

**Bachelor of Science in Information Technology**

The following Bachelor of Science in Information Technology (BSIT) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

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

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

**A Track Required Introductory Course**

- **GEN 200** ................................................................. 3 credits
  Foundations for General Education and Professional Success

**B Track Required Introductory Course**

- **GEN 195** ..................................................................... 3 credits
  Foundations of University Studies

**BSIT Required Course of Study - A Track and B Track**

- **CIS 207** ~ ................................................................. 3 credits
  Information Systems Fundamentals

- **PRG 211** ~ ................................................................. 3 credits
  Algorithms and Logic for Computer Programming

- **WEB 240** ................................................................. 3 credits
  Web Design Fundamentals

- **POS 355** ~ ................................................................. 3 credits
  Introduction to Operating Systems

- **ENG 221** ................................................................. 3 credits
  Technical Writing Fundamentals

- **BSA 310** ................................................................. 3 credits
  Business Systems

- **BSA 375** ~ ................................................................. 3 credits
  Fundamentals of Business Systems Development

- **CMGT 410** ~ ................................................................. 3 credits
  Project Planning & Implementation

- **DBM 380** ~ ................................................................. 3 credits
  Database Concepts

- **CMGT 400** ~ ................................................................. 3 credits
  Intro to Information Assurance & Security

- **NTC 362** ~ ................................................................. 3 credits
  Fundamentals of Networking

- **PRG 420** ~ ................................................................. 3 credits
  Java Programming I

- **MTH 221** ................................................................. 3 credits
  Discrete Math for IT

- **CMGT 445** ................................................................. 3 credits
  Application Implementation

**Concentration in Advanced Networking**

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

- **NTC 405** ................................................................. 3 credits
  Telecommunications and Networking I

- **NTC 406** ................................................................. 3 credits
  Telecommunications and Networking II

- **NTC 409** ................................................................. 3 credits
  Global Network Architecture and Design

- **NTC 411** ................................................................. 3 credits
  Global Network Management, Support and Security

**Concentration in Business Systems Analysis**

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

- **BSA 400** ................................................................. 3 credits
  Business Systems Development II

- **BSA 411** ................................................................. 3 credits
  Systems Analysis Methodologies

- **BSA 412** ................................................................. 3 credits
  Systems Analysis Tools

- **CMGT 411** ................................................................. 3 credits
  Project Planning Management

- **CMGT 413** ................................................................. 3 credits
  Application Acquisition & Sourcing

**Concentration in Information Management**

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

- **IM 300** ................................................................. 3 credits
  Data Organization Architecture

- **IM 305** ................................................................. 3 credits
  Data Modeling

- **POS 410** ................................................................. 3 credits
  SQL for Business

- **DBM 384** ................................................................. 3 credits
  Special Purpose Databases

- **DBM 460** ................................................................. 3 credits
  Enterprise Database Management Systems

**Concentration in Information Systems Security**

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

- **POS 420** ................................................................. 3 credits
  Introduction to UNIX
### Concentration in Mobile 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-md](http://www.phoenix.edu/programs/bsit-md).

Students must complete 12 credits from the following coursework:

**Android Mobile Development**
- MBL 402 ~ 3 credits
- MBL 404 ~ 3 credits
- MBL 410 ~ 3 credits

**Apple iOS Mobile Development**
- MBL 406 ~ 3 credits
- MBL 408 ~ 3 credits

**Windows Mobile Development**
- MBL 412 ~ 3 credits

**Mobile Fundamentals**
- POS 400 ~ 3 credits

**Mobile Infrastructures**
- Mobile Fundamentals

- Students must complete 12 credits from the following coursework:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBL 410</td>
<td>Windows Mobile Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>MBL 412</td>
<td>Windows Mobile Implementation</td>
<td>3 credits</td>
</tr>
<tr>
<td>MBL 404</td>
<td>Android Mobile Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>MBL 402</td>
<td>Android Mobile Development</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

### 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](http://www.phoenix.edu/programs/bsit-wd).

**Mobile Fundamentals**
- POS 400 ~ 3 credits

**Mobile Infrastructures**
- Mobile Fundamentals

- Students must complete 12 credits from the following coursework:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEB 401</td>
<td>Web Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>WEB 407</td>
<td>Web Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>WEB 410</td>
<td>Advanced Web Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>WEB 434</td>
<td>Website Commercialization I</td>
<td>3 credits</td>
</tr>
<tr>
<td>WEB 435</td>
<td>Website Commercialization II</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

### 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must be currently employed or have access to a work environment.
- Signed Hardware/Software Agreement

### Degree Requirements for the BSIT

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 42 upper division credits.
  - A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their degree program.
Students will declare a concentration at the time of enrollment.

Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

Bachelor of Science in Information Technology

General Education Requirements for the BSIT

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

Communication Arts Requirement 6 credits
(A Track must include COMM 215, equivalent, or higher and COMM 218)
(B Track must include: COM 170 and COM 172)
Mathematics Requirement 6 credits
(Must include MTH 220, equivalent, or higher)
Science & Technology Requirement 6 credits
(B Track must include: SCI 163)
Must include at least three (3) credits in the physical or biological sciences
Humanities Requirement 6 credits
(B Track must include: HUM 114)
Social Science Requirement 6 credits
(B Track must include: PSY 211)
Additional Liberal Arts Requirement 6 credits
(B Track must include: COMM 218)
Interdisciplinary Requirement 18 credits
(B Track must include: FP 120)

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.

General Education Requirements for the BSIT for Arkansas

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

Communication Arts Requirement(s) 6 credits
(A Track must include: COMM 215, equivalent, or higher and COMM 218)
(B Track must include: COM 170 and COM 172)
Mathematics Requirement(s) 6 credits
Must include MTH 220
Science & Technology Requirement(s) 9 credits
(B Track must include: SCI 163)
Must include a minimum of 6 credits in lab science or equivalent transfer coursework with a lab component
Humanities Requirement(s) 9 credits
(B Track must include: HUM 114)
Social Science Requirement(s) 9 credits
(B Track must include: PSY 211)
Must include HIS 145 or POL 215 or equivalent transfer coursework with US History or Government content.
Additional Liberal Arts Requirement(s) 6 credits

(B Track must include: COMM 218)

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

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 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.
• All 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,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
• A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
• 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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for
the BSIT

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. The following courses in the Required Course of Study may not be waived: GEN 195, GEN 200

**Course Descriptions for the BSIT**

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

**Foundations for General Education and Professional Success**

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

GEN 195 .................................................................3 credits

**Foundations of University Studies**

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

CIS 207 .................................................................3 credits

**Information Systems Fundamentals**

This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.

PRG 211 .................................................................3 credits

**Algorithms and Logic for Computer Programming**

This course provides students with a basic understanding of programming development practices. Concepts covered include the application of algorithms and logic to the design and development of procedural and object-oriented computer programs to address the problem solving requirements associated with business information systems. This course will cover procedural programming concepts including data types, controls structures, functional decomposition, arrays, and files, classes and objects.

WEB 240 .................................................................3 credits

**Web Design Fundamentals**

This course introduces development tools and techniques used to publish web pages on the World Wide Web. Students use basic hypertext markup language, scripting, and presentational technologies to create websites with the aid of a software authoring application. Topics include XHTML, CSS, Java Script®, server hosting, site publication, site maintenance, and search engine optimization.

POS 355 .................................................................3 credits

**Introduction to Operating Systems**

This course provides an introduction to operating systems. Topics covered include operating system concepts, program execution, and operating system internals such as memory, processor, device, and file management. A variety of operating systems are compared and contrasted.

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

**Technical Writing Fundamentals**

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

**BSA 310** .................................................................3 credits

**Business Systems**

This course reviews common business systems and their interrelationships. Business systems covered include finance, accounting, sales, marketing, human resources, legal, and operations. Emphasis is placed upon the inputs and outputs of information systems, the potential for integration of the systems, and information systems security.

BSA 375 .................................................................3 credits

**Fundamentals of Business Systems Development**

This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.

CMGT 410 .................................................................3 credits

**Project Planning and Implementation**

This course provides the foundation for successful project planning, organization, and implementation within the realm of information technology. The course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, budgeting, scheduling and staffing, tracking and controlling, and software tools for project management.

DBM 380 .................................................................3 credits

**Database Concepts**

This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.

CMGT 400 .................................................................3 credits

**Intro to Information Assurance & Security**

This course is an introduction to information assurance and security in computing technology. Topics include risk management; protecting information in the enterprise; business continuity and disaster recovery planning; threats and remediation; legal, ethical, and professional issues; and considerations within systems development processes.

NCT 362 .................................................................3 credits

**Fundamentals of Networking**

This course provides a foundation in the basic telecommunications and networking technologies fundamental to the industry and to the broad field of telecommunications. Analog, digital, and radio frequency technologies are covered. Also covered in this course is an introduction to the OSI protocol model, network-switching systems, basics of wireless communications, and network security.

PRG 420 .................................................................3 credits

**Java Programming I**

This course introduces object-oriented programming in the content of business applications development. The basics of the Java programming language are covered.
Discrete Math for Information Technology

Discrete mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as sophisticated forms of counting (combinatorics, etc), 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.

Application Implementation

This course will cover the process and issues associated with the implementation of a computer application information system. Topics will include the processes associated with sponsor and stakeholder approvals, end user training, technical staff training, conversion from existing application(s) and integration into the information system production environment. This course will also examine the use of development and testing environments and the testing procedures related to the implementation of a computer application information system.

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.

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.

Discrete Math for Information Technology

Discrete (as opposed to continuous) mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.

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.

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.

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.

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.
Telecommunications and Networking II
NTC 406 provides analysis of the seven levels of the OSI model as the basis for analysis and discussion of network protocols. Each level of the OSI model is analyzed in detail with the related theory being applied to specific applications in the industry.

NTC 409 .................................................................................... 3 credits

Global Network Architecture and Design
This course addresses the fundamentals of network design and analysis with an emphasis on network traffic. The network design techniques necessary for LAN and WAN implementations are covered. The concept of service levels, the provisioning of and importance of service levels are analyzed.

NTC 411 .................................................................................... 3 credits

Global Network Management, Support and Security
NTC 411 broadens network design and analysis to include global considerations for an enterprise network configuration. This course introduces the topics 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 a part of network design project. Network capabilities to handle varying types of traffic from low speed data to large image files and streaming video and digital voice will be explored.

Course Descriptions for the Concentration in Information Systems Analysis

BSA 400 .................................................................................... 3 credits

Business Systems Development II
This course continues the subject matter of BSA/375, Fundamentals of Business Systems Development. It completes an examination of methodologies, tools, and standards used in business systems development. An emphasis is placed on examining enterprise-level business systems.

BSA 411 .................................................................................... 3 credits

Systems Analysis Methodologies
This course provides the student with an understanding of several methodologies available to identify business problems and the possible information system solutions for addressing problems.

BSA 412 .................................................................................... 3 credits

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 what and how Microsoft Visio may be used for analysis.

CMGT 411 .................................................................................... 3 credits

Project Planning Management
This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of information technology. This course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking, and controlling.

CMGT 413 .................................................................................... 3 credits

Application Acquisition and Sourcing
This course examines a number of alternatives to be considered when delivery of an information technology application is needed. The evaluation of alternatives such as build versus buy and in-sourcing or outsourcing are covered along with the considerations for testing and evaluation of information technology decisions. The primary components of a Request for Proposal (RFP) and a Statement of Work (SOW) are examined in this course.

Course Descriptions for the 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) that provides a unified language that lets you query, manipulate, or control data in a business applications environment.

DBM 384 .................................................................................. 3 credits

Special Purpose Databases
This course examines the use of database technology in a variety of information technology applications. The use of text, multimedia, temporal, spatial, and mobile databases will be covered in this course.

DBM 460 .................................................................................... 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

POS 420 .................................................................................... 3 credits

Introduction to UNIX
This course is a survey of the UNIX® operations. The student will gain an understanding of the internal operations of the UNIX® system, which enables the user to make efficient use of files, file systems, and processes. Commands for efficient management of UNIX® system files, file systems and process, systems administration and security are also examined.

POS 421 .................................................................................... 3 credits

Windows Server Networking
This course is a survey of Windows Server Administration. Topics emphasize the structure and the various applications supported by Windows Server. The course includes remote, hands-on access to
Windows lab exercises.
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 Mobile Development
MBL 400 ................................................................. 3 credits
Mobile Fundamentals
This course is an introduction to mobile application development. Participants will learn about industry standards, how to select an application platform and architecture, and current trends in mobile application development. Additionally, the course covers HTML 5, CSS, and JavaScript for mobile devices. Upon completion, participants will be able to plan, design and create simple mobile applications.
MBL 402 .................................................................................. 3 credits
Android Mobile Development
This course will cover the basics of coding for Android. Topics include use of the Android APIs, persistent data retrieval and storage, testing, and publishing. Upon completion of the course, participants will be able to develop, test, debug and publish working mobile applications.
MBL 404 ................................................................. 3 credits
Android Mobile Implementation
This course will continue to build on the fundamentals covered in Android Mobile Development. Topics include security, multithreading, and monetization. Upon completion of the course, participants will be able to both develop useful mobile applications and implement monetization strategies.
MBL 406 .................................................................................. 3 credits
iOS Mobile Development
This course will cover the basics of coding for iOS. Topics include Objective-C, persistent data retrieval and storage, testing, and publishing. Upon completion of the course, participants will be able to develop, test, debug and publish working mobile applications.
MBL 408 .................................................................................. 3 credits
iOS Mobile Implementation
This course will continue to build on the fundamentals covered in iOS Mobile Development. Topics include security, multithreading, and monetization. Upon completion of the course, participants will be able to both develop useful mobile applications and implement monetization strategies.
MBL 410 .................................................................................. 3 credits
Windows Mobile Development
This course will cover the basics of coding mobile applications for Windows Phone. Topics include use of XAML, the Windows Phone APIs (through C# or VB.NET), persistent data retrieval and storage, testing, and publishing. Upon completion of the course, participants will be able to develop, test, debug and publish working mobile applications.
MBL 412 .................................................................................. 3 credits
Windows Mobile Implementation
This course will continue to build on the fundamentals covered in Windows Mobile Development. Topics include security, multithreading, and monetization. Upon completion of the course, participants will be able to both develop useful mobile applications and implement monetization strategies.
Course Descriptions for the Concentration in Multimedia & Visual Communication
VCT 300 ................................................................................... 3 credits
Image Editing
This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on file formats, composition, color, text design, retouching and manipulation of graphic and photographic images.
VCT 320 ................................................................................... 3 credits
Electronic Publishing
This course presents the essential role of electronic publishing in the delivery of information to today’s businesses and consumers. Most of the course is concerned with methods and techniques involved in the electronic publishing of business presentations, corporate reports, newsletters, training materials, manuals and electronic books, but other information formats such as wikis and blogs are also considered.
VCT 410 ................................................................................... 3 credits
Instructional Design
This course presents principles of instructional design. An instructional design methodology is presented that includes requirements analysis, performance objectives, performance measures, instructional strategies, storyboarding, design specifications, development, implementation and evaluation.
VCT 420 ................................................................................... 3 credits
Multimedia Development
This course introduces the fundamentals of developing interactive, multimedia enriched content for delivery across alternative platforms such as the Internet, CDs and handheld devices. The focus is on the integration of animation, audio and video content to maximize communication.
WEB 431 ................................................................................... 3 credits
XML
This course extends Web programming to include XML. An emphasis is placed upon the appropriate use of XML as a programming tool.
Course Descriptions for the Concentration in Software Engi-
Course Descriptions for the Concentration in Web Development

WEB 406 ~ .................................................................................2 credits

This course introduces object-oriented programming in the context of business applications development. It develops the skills and knowledge necessary to produce beginning event-driven programs with graphical user interfaces (GUI). Topics include standard Windows compatible forms, controls, and procedures. The course uses Visual Basic.

WEB 409 .................................................................................3 credits

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

CSS 422 .....................................................................................3 credits

Software Architecture

This course is an integrating course in business application software engineering. Integration, migration, and maintenance of enterprise software systems, including legacy systems, are emphasized.

POS 408 .................................................................................3 credits

.NET I

This course introduces object-oriented programming in the context of business applications development. It develops the skills and knowledge necessary to produce beginning event-driven programs with graphical user interfaces (GUI). Topics include standard Windows compatible forms, controls, and procedures. The course uses Visual Basic.

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

.NET II

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

Course Descriptions for the Concentration in Web Development

VCT 300 ....................................................................................3 credits

Image Editing

This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on file formats, composition, color, text design, retouching and manipulation of graphic and photographic images.

WEB 401 ....................................................................................3 credits

Web Development

This course covers topics such as designing dynamic web pages and an introduction to Java and Java applets. Emphasis is placed upon the appropriate use of web programming tools.

WEB 407 ....................................................................................3 credits

Advanced Web Development

This course focuses on existing and emerging Web development technologies. Topics include specialized Web markup languages, server-side backend databases, server-side programming, web services, enterprise Web development and Web applications.

WEB 431 ....................................................................................3 credits

XML

This course extends Web programming to include XML. An emphasis is placed upon the appropriate use of XML as a programming tool.

WEB 434 ....................................................................................3 credits

Website Commercialization I

This course builds upon a professional understanding of web design and development, emphasizing the trend towards website commercialization. Topics of this course include web-based interfaces, online supply chain management, eCommerce tools and techniques, branding, basic marketing strategies and Search Engine Optimization.

WEB 435 ....................................................................................3 credits

Website Commercialization II

This course explores the concept of website commercialization from the perspective of an advanced web developer. Students will focus on client security and server security, social networks, virtual worlds, m-commerce, non-traditional marketing strategies and customer service.

Bachelor of Science in Information Technology (Maryland)

The following Bachelor of Science in Information Technology (BSIT) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

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

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

A Track Required Introductory Course

GEN 200 ....................................................................................3 credits
Foundations for General Education and Professional Success

B Track Required Introductory Course

GEN 195 ....................................................................................3 credits
Foundations of University Studies

BSIT Required Course of Study - A Track and B Track

CIS 207 ~ .................................................................................3 credits
Information Systems Fundamentals

PRG 211 ~ .................................................................................3 credits
Algorithms and Logic for Computer Programming

WEB 240 ~ .................................................................................3 credits
Web Design Fundamentals

POS 355 ~ .................................................................................3 credits
Introduction to Operating Systems

ENG 221 ~ .................................................................................3 credits
Technical Writing Fundamentals

BSA 310 ~ .................................................................................3 credits
Business Systems

BSA 375 ~ .................................................................................3 credits
Fundamentals of Business Systems Development
CMGT 410 ................................................................. 3 credits
Project Planning & Implementation
DBM 380 ................................................................. 3 credits
Database Concepts
CMGT 400 ................................................................. 3 credits
Intro to Information Assurance & Security
NTC 362 ................................................................. 3 credits
Fundamentals of Networking
PRG 420 ................................................................. 3 credits
Java Programming I
MTH 221 ................................................................. 3 credits
Discrete Math for IT
CMGT 445 ................................................................. 3 credits
Application Implementation

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

NTC 405 ................................................................. 3 credits
Telecommunications and Networking I
NTC 406 ................................................................. 3 credits
Telecommunications and Networking II
NTC 409 ................................................................. 3 credits
Global Network Architecture and Design
NTC 411 ................................................................. 3 credits
Global Network Management, Support and Security
NTC 415 ................................................................. 3 credits
Network Integration Project

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

BSA 400 ................................................................. 3 credits
Business Systems Development II
BSA 411 ................................................................. 3 credits
Systems Analysis Methodologies
BSA 412 ................................................................. 3 credits
Systems Analysis Tools
CMGT 411 ................................................................. 3 credits
Project Planning Management
CMGT 413 ................................................................. 3 credits
Application Acquisition & Sourcing

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

IM 300 ................................................................. 3 credits
Data Organization Architecture
IM 305 ................................................................. 3 credits
Data Modeling
POS 410 ................................................................. 3 credits
SQL for Business

DBM 384 ................................................................. 3 credits
Special Purpose Databases
DBM 460 ................................................................. 3 credits
Enterprise Database Management Systems

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

POS 420 ................................................................. 3 credits
Introduction to UNIX
POS 421 ................................................................. 3 credits
Windows Server Networking
CMGT 441 ................................................................. 3 credits
Introduction to Information Systems Security Management
CMGT 442 ................................................................. 3 credits
Information Systems Risk Management
CMGT 430 ................................................................. 3 credits
Enterprise Security

Emphasis in Mobile 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-md.

Students must have access to a Mac computer to complete iOS mobile coursework or the latest Windows operating system to complete Windows mobile coursework.

Students must complete 15 credits from the following coursework:

MBL 400 ................................................................. 3 credits
Mobile Fundamentals
MBL 402 ................................................................. 3 credits
Android Mobile Development
MBL 404 ................................................................. 3 credits
Android Mobile Implementation
MBL 406 ................................................................. 3 credits
iOS Mobile Development
MBL 408 ................................................................. 3 credits
iOS Mobile Implementation
MBL 410 ................................................................. 3 credits
Windows Mobile Development
MBL 412 ................................................................. 3 credits
Windows Mobile Implementation

Emphasis in Multimedia &Visual Communication
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-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
Emphasis in Software Engineering

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

PRG 421 ~ ................................................................. 3 credits
Java Programming II
BSA 385 ~ ................................................................. 3 credits
Intro to Software Engineering
CSS 422 ~ ................................................................. 3 credits
Software Architecture
POS 408 ~ ................................................................. 3 credits
.NET I
POS 409 ~ ................................................................. 3 credits
.NET II

Emphasis in Web Development

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

VCT 300 ~ ................................................................. 3 credits
Image Editing
WEB 401 ~ ................................................................. 3 credits
Web Development
WEB 407 ~ ................................................................. 3 credits
Advanced Web Development
WEB 434 ~ ................................................................. 3 credits
Website Commercialization I
WEB 435 ~ ................................................................. 3 credits
Website Commercialization II

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

Additional Admission Requirements for the BSIT

All applicants are expected to meet the following admissions requirements:

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

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

Degree Requirements for the BSIT

• Completion of a minimum of 120 credits that include the following distribution:

  • A minimum of 42 upper division credits.
  • A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
  • A minimum grade point average (GPA) of 2.0.
  • All students must complete the minimum number of credits required by their degree program.
  • Students will declare an emphasis at the time of enrollment.

• Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

  Bachelor of Science in Information Technology

General Education Requirements for the BSIT

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

Communication Arts Requirement 6 credits

(A Track must include COMM 215, equivalent, or higher and COMM 218)

(B Track must include: COM 170 and COM 172)

Mathematics Requirement 6 credits

(Must include MTH 220, equivalent, or higher)

Science & Technology Requirement 6 credits

(B Track must include: SCI 163)

Must include at least three (3) credits in the physical or biological sciences

Humanities Requirement 6 credits

(B Track must include: HUM 114)

Social Science Requirement 6 credits

(B Track must include: PSY 211)

Additional Liberal Arts Requirement 6 credits

(B Track must include COMM 218)

Interdisciplinary Requirement 18 credits

(B Track must include: COM 170 and COM 172)

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 BSIT

• All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.

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

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

• All 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,
  • National Testing Programs, and
  • ACE evaluated Military credits.

• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.

• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).

A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.

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.

Any course 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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the BSIT

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.

The following courses in the Required Course of Study may not be waived: GEN 195, GEN 200

Students may waive, with or without credit, courses in the Required Course of Study, but must substitute with any upper division coursework to satisfy the required course of study (national testing program credit, prior learning credit, and military credit, or General Education coursework, may not be used to replace coursework waived, with or without credit).

Course Descriptions for the BSIT

GEN 200 .................................................................................... 3 credits
 Foundations for General Education and Professional Success

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

GEN 195 .................................................................................... 3 credits
 Foundations of University Studies

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

CIS 207 .................................................................................... 3 credits
 Information Systems Fundamentals

This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment.

An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.

PRC 211 .................................................................................... 3 credits
 Algorithms and Logic for Computer Programming

This course provides students with a basic understanding of programming development practices. Concepts covered include the application of algorithms and logic to the design and development of procedural and object oriented computer programs to address the problem solving requirements associated with business information systems. This course will cover procedural programming concepts including data types, controls structures, functional decomposition, arrays, and files, classes and objects.

WEB 240 .................................................................................... 3 credits
 Web Design Fundamentals

This course introduces development tools and techniques used to publish web pages on the World Wide Web. Students use basic hypertext markup language, scripting, and presentational technologies to create websites with the aid of a software authoring application. Topics include XHTML, CSS, JavaScript®, server hosting, site publication, site maintenance, and search engine optimization.

ENG 221 .................................................................................... 3 credits
 Technical Writing Fundamentals

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

BSA 310 .................................................................................... 3 credits
 Business Systems

This course reviews common business systems and their interrelationships. Business systems covered include finance, accounting, sales, marketing, human resources, legal, and operations. Emphasis is placed upon the inputs and outputs of information systems, the potential for integration of the systems, and information systems security.

BSA 375 .................................................................................... 3 credits
 Fundamentals of Business Systems Development

This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.

CMGT 410 .................................................................................... 3 credits
 Project Planning and Implementation

This course provides the foundation for successful project planning, organization, and implementation within the realm of information technology. The course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, budgeting, scheduling and staffing, tracking and controlling, and software.
tools for project management.
DBM 380 ................................................................. 3 credits

Database Concepts
This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.
CMGT 400 ................................................................. 3 credits

Intro to Information Assurance & Security
This course is an introduction to information assurance and security in computing technology. Topics include risk management; protecting information in the enterprise; business continuity and disaster recovery planning; threat and remediation; legal, ethical, and professional issues; and considerations within systems development processes.
NTC 362 ................................................................. 3 credits

Fundamentals of Networking
This course provides a foundation in the basic telecommunications and networking technologies fundamental to the industry and to the broad field of telecommunications. Analog, digital, and radio frequency technologies are covered. Also covered in this course is an introduction to the OSI protocol model, network-switching systems, basics of wireless communications, and network security.
PRG 420 ................................................................. 3 credits

Java Programming I
This course introduces object-oriented programming in the context of business applications development. The basics of the Java programming language are covered.
MTH 221 ................................................................. 3 credits

Discrete Math for Information Technology
Discrete mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as sophisticated forms of counting (combinatorics, etc), set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.
CMGT 445 ................................................................. 3 credits

Application Implementation
This course will cover the process and issues associated with the implementation of a computer application information system. Topics will include the processes associated with sponsor and stakeholder approvals, end user training, technical staff training, conversion from existing application(s) and integration into the information system production environment. This course will also examine the use of development and testing environments and the testing procedures related to the implementation of a computer application information system.

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

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.
MTH 220 ................................................................. 3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.
MTH 221 ................................................................. 3 credits

Discrete Math for Information Technology
Discrete (as opposed to continuous) mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.
GEN 101 ................................................................. 3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.
GEN 300 ................................................................. 3 credits

Skills for Professional Development
This course 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. 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 experi-
ence since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, 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.

**Course Descriptions for the Emphasis in Advanced Networking**

**NTC 405** ................................................................. 3 credits

**Telecommunications and Networking I**
This course is designed to provide the fundamentals of basic telecommunications including an introduction to standards, organizations, and governing bodies, and concepts such as TCP/IP, modulation or demodulation, and terminology for telecommunications and computer networks. The basics of analog and digital circuits are analyzed. Complex digital equipment, such as multiplexers, is introduced. The course is completed with an overview and analysis of various network topologies and network operating systems explaining how the electronic concepts assist in network troubleshooting.

**NTC 406** ................................................................. 3 credits

**Telecommunications and Networking II**
NTC 406 provides analysis of the seven levels of the OSI model as the basis for analysis and discussion of network protocols. Each level of the OSI model is analyzed in detail with the related theory being applied to specific applications in the industry.

**NTC 409** ................................................................. 3 credits

**Global Network Architecture and Design**
This course addresses the fundamentals of network design and analysis with an emphasis on network traffic. The network design techniques necessary for LAN and WAN implementations are covered. The concept of service levels, the provisioning of and importance of service levels are analyzed.

**NTC 411** ................................................................. 3 credits

**Global Network Management, Support and Security**
NTC 411 broadens network design and analysis to include global considerations for an enterprise network configuration. This course introduces the topic of overall end-to-end network management, the concepts and the available tools to the network designer. The development and management of the relationships between the enterprise and the WAN providers is discussed. Network security, Disaster Recovery, and Business Continuity planner is also addressed in this course.

**NTC 415** ................................................................. 3 credits

**Network Integration Project**
The focus of this course is the application of network design and performance concepts. The design considerations for a global network, including LANs and WANs with both wired and wireless functionality will be applied. End-to-end performance criteria and service level guarantees will examined as a part of network design project. Network capabilities to handle varying types of traffic from low speed data to large image files and streaming video and digital voice will be explored.

**Course Descriptions for the Emphasis in Business Systems Analysis**

**BSA 400** ................................................................. 3 credits

**Business Systems Development II**
This course continues the subject matter of BSA/375, Fundamentals of Business Systems Development. It completes an examination of methodologies, tools, and standards used in business systems development. An emphasis is placed on examining enterprise-level business systems.

**BSA 411** ................................................................. 3 credits

**Systems Analysis Methodologies**
This course provides the student with an understanding of several methodologies available to identify business problems and the possible information system solutions for addressing problems.

**BSA 412** ................................................................. 3 credits

**Systems Analysis Tools**
This course builds upon the methodologies examined in Systems Analysis Methodologies by providing an emphasis on analysis tools – computer and non-computer supported. Emphasis is placed on when and how Microsoft Visio may be used for analysis.

**CMGT 411** ............................................................. 3 credits

**Project Planning Management**
This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of information technology. This course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking, and controlling.

**CMGT 413** ............................................................. 3 credits

**Application Acquisition and Sourcing**
This course examines a number of alternatives to be considered when delivery of an information technology application is needed. The evaluation of alternatives such as build versus buy and 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 Emphasis in Information Management**

**IM 300** ................................................................. 3 credits

**Data Organization Architecture**
This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.

**IM 305** ................................................................. 3 credits

**Data Modeling**
This course provides an in-depth look at several intermediate design and architecture concepts. The course covers the design method used in the creation of a relational database, the required steps to reengineer a database, and several tools and techniques used through the database design process.

**POS 410** .............................................................. 3 credits

**SQL For Business**
This course covers Structured Query Language (SQL) that provides a unified language that lets you query, manipulate, or control data in a business applications environment.
Course Descriptions for the Emphasis in Information Systems Security Management

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 Emphasis in Information Systems Security Management

POS 420.....................................................................................3 credits
Introduction to UNIX
This course is an introduction to UNIX. The student will gain an understanding of the internal operations of the UNIX® system, which enables the user to make efficient use of files, file systems, and processes. Commands for efficient management of UNIX® system files, file systems and process, systems administration and security are also examined.

POS 421.....................................................................................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 Emphasis in Mobile Development

MBL 400 ..................................................................................3 credits
Mobile Fundamentals
This course is an introduction to mobile application development. Participants will learn about industry standards, how to select an application platform and architecture, and current trends in mobile application development. Additionally, the course covers HTML 5, CSS, and JavaScript for mobile devices. Upon completion, participants will be able to plan, design and create simple mobile applications.

MBL 402 ..................................................................................3 credits
Android Mobile Development
This course will cover the basics of coding for Android. Topics include use of the Android APIs, persistent data retrieval and storage, testing, and publishing. Upon completion of the course, participants will be able to develop, test, debug and publish working mobile applications.

MBL 404 ..................................................................................3 credits
Android Mobile Implementation
This course will continue to build on the fundamentals covered in Android Mobile Development. Topics include security, multithreading, and monetization. Upon completion of the course, participants will be able to both develop useful mobile applications and implement monetization strategies.

MBL 406 ..................................................................................3 credits
iOS Mobile Development
This course will cover the basics of coding for iOS. Topics include Objective-C, persistent data retrieval and storage, testing, and publishing. Upon completion of the course, participants will be able to develop, test, debug and publish working mobile applications.

MBL 408 ..................................................................................3 credits
iOS Mobile Implementation
This course will continue to build on the fundamentals covered in iOS Mobile Development. Topics include security, multithreading, and monetization. Upon completion of the course, participants will be able to both develop useful mobile applications and implement monetization strategies.

MBL 410 ..................................................................................3 credits
Windows Mobile Development
This course will cover the basics of coding mobile applications for Windows Phone. Topics include use of XAML, the Windows Phone APIs (through C# or VB.NET), persistent data retrieval and storage, testing, and publishing. Upon completion of the course, participants will be able to develop, test, debug and publish working mobile applications.

MBL 412 ..................................................................................3 credits
Windows Mobile Implementation
This course will continue to build on the fundamentals covered in Windows Mobile Development. Topics include security, multithreading, and monetization. Upon completion of the course, participants will be able to both develop useful mobile applications and implement monetization strategies.

Course Descriptions for the Emphasis in Multimedia & Visual Communication

VCT 300.....................................................................................3 credits
Image Editing
This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on file formats, composition, color, text design, retouching and manipulation of graphic and photographic images.

VCT 320.....................................................................................3 credits
Electronic Publishing
This course presents the essential role of electronic publishing in
the delivery of information to today’s businesses and consumers. Most of the course is concerned with methods and techniques involved in the electronic publishing of business presentations, corporate reports, newsletters, training materials, manuals and electronic books, but other information formats such as wikis and blogs are also considered.

VCT 410 .................................................................................... 3 credits

Instructional Design
This course presents principles of instructional design. An instructional design methodology is presented that includes requirements analysis, performance objectives, performance measures, instructional strategies, storyboard design, 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 Emphasis in Software Engineering
PRG 421 .................................................................................... 3 credits

Java Programming II
This course continues the subject in PRG 420, Java Programming I. Topics include designing complex applications and the use of date files.

BSA 385 .................................................................................... 3 credits

Intro to Software Engineering
This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a background in applications software development and testing techniques through a combination of theory and application.

CSS 422 .................................................................................... 3 credits

Software Architecture
This course is an integrating course in business application software engineering. Integration, migration, and maintenance of enterprise software systems, including legacy systems, are emphasized.

POS 408 .................................................................................... 3 credits

.NET I
This course introduces object-oriented programming in the context of business applications development. It develops the skills and knowledge necessary to produce beginning event-driven programs with graphical user interfaces (GUI). Topics include standard Windows compatible forms, controls, and procedures. The course uses Visual Basic.

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

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

Course Descriptions for the Emphasis 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 414 .................................................................................... 3 credits

Website Commercialization I
This course builds upon a professional understanding of web design and development, emphasizing the trend towards website commercialization. Topics of this course include web-based interfaces, online supply chain management, eCommerce tools and techniques, branding, basic marketing strategies and Search Engine Optimization.

WEB 435 .................................................................................... 3 credits

Website Commercialization II
This course explores the concept of website commercialization from the perspective of an advanced web developer. Students will focus on client security and server security, social networks, virtual worlds, m-commerce, non-traditional marketing strategies and customer service.

Associate of Arts Concentration in Information Technology/Health Care Information Technology
The following Associate of Arts Concentration in Information Technology/Health Care Information Technology (AAIT/HIT) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts in Information Technology with a concentration in Health Care IT offers coursework focused on technical knowledge and IT skills applied to health care business operations. This degree program provides students with courses focused on technical skills and interactive, hands-on experience in Information Technology/Health Care Information Technology (AAIT/HIT) program.
Systems (IS) fundamentals, personal computer hardware and operating systems support, and Health Care Information Technology (HIT).

For more information about our graduation 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-hit.

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 Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CIS 208</td>
<td>Information Systems Fundamentals in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>CIS 290</td>
<td>Personal Computer Hardware Support</td>
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</tr>
<tr>
<td>HCS 208</td>
<td>Computer Systems Maintenance</td>
<td>3</td>
</tr>
<tr>
<td>HCS 235</td>
<td>Introduction to Health Care Industry Terms</td>
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<td>HCS 208</td>
<td>Health Care Delivery in the U.S.</td>
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<td>CIS 298</td>
<td>Healthcare IT</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Additional Admission Requirements for the AAIT/HIT**

All applicants are expected to meet the following admissions requirements:

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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 AAIT/HIT**

- Completion of a minimum of 60 credits.
- A minimum grade point average (GPA) of 2.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows: Associate of Arts

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

The General Education requirements for this program are the following:

Communication Arts Requirement 6 credits

A Track must include: COMM 215, equivalent, or higher and COMM
• A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
• 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.

Additional Residency Requirements and Course Waivers for the AAIT/HIT

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. The following courses in the Required Course of Study may not be waived: GEN 195 and GEN 200

Course Descriptions for the AAIT/HIT

CIS 208 ................................................................. 3 credits
Information Systems Fundamentals in Health Care
This course introduces the fundamentals of computer systems and the role of information processing in today’s health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.
CIS 290 ................................................................. 3 credits
Personal Computer Hardware Support
This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair.
CIS 296 ................................................................. 3 credits
Computer Systems Maintenance
This course is an introduction to computer hardware and software maintenance and troubleshooting. This course will focus on typical problem scenarios, diagnostics, procedures and solutions.
HCS 208 ................................................................. 3 credits
Introduction to Health Care Industry Terms
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.
HCS 235 ................................................................. 3 credits
Health Care Delivery in the U.S.
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.
CIS 298 ................................................................. 3 credits
Healthcare IT
This course is an introduction to the technical knowledge and IT skills applied to health care business operations. This course will focus on the application of regulatory requirements, medical business and IT operations, and IT security. In addition, students will also explore medical business and technology applications in health care.

COMM 215 .............................................................. 3 credits
Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.
COMM 218 .............................................................. 3 credits
Public Speaking for the IT Professional
This course will provide the IT professional with the basic concepts for oral presentations; and enable students to develop and deliver effective individual and group presentations in classroom and professional settings.
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.
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

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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 Emphasis in Information Technology/Health Care Information Technology (Maryland-Online)**

The following Associate of Arts Emphasis in Information Technology/Health Care Information Technology (AAIT/HIT) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts in Information Technology with an emphasis in Health Care IT offers coursework focused on technical knowledge and IT skills applied to health care business operations. This degree program provides students with courses focused on technical skills and interactive, hands-on experience in Information Systems (IS) fundamentals, personal computer hardware and operating systems support, and Health Care Information Technology (HIT).

For more information about our graduation 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-hit.

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

### Preferred Sequence and Requirements - A Track and B Track

**CIS 208** Information Systems Fundamentals in Health Care 3 credits  
**CIS 290** Personal Computer Hardware Support 3 credits  
**CIS 296** Computer Systems Maintenance 3 credits  
**HCS 208** Introduction to Health Care Industry Terms 3 credits  
**HCS 235** Health Care Delivery in the U.S. 3 credits  
**CIS 298** Healthcare IT 3 credits

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

### Additional Admission Requirements for the AAIT/HIT

All applicants are expected to meet the following admissions requirements:

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

### Degree Requirements for the AAIT/HIT

- Completion of a minimum of 60 credits.
- A minimum grade point average (GPA) of 2.0.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows: "Associate of Arts"

### General Education Requirements for the AAIT/HIT

The General Education requirements for this program are the following:

#### Communication Arts Requirement 6 credits

- **A Track must include:** COMM 215, equivalent, or higher and COMM 218  
- **B Track must include:** COM 170 and COM 172

#### Mathematics Requirement 6 credits

- Effective enrollment agreements signed prior to 7/1/2013: Must include MTH 209, equivalent, or higher  
- Effective for all new enrollment agreements signed 7/1/2013 or thereafter: MTH 220, equivalent, or higher

#### Science and Technology 6 credits

- **B Track must include:** SCI 163

- Effective for all new enrollment agreements signed 5/1/2013 or thereafter: Must include at least three (3) credits in the physical or biological sciences

#### Humanities Requirement 6 credits

- **B Track must include:** HUM 114

#### Social Science Requirement 6 credits

- **B Track must include:** PSY 211

#### Additional Liberal Arts Requirement 3 credits

- **A Track must include:** GEN 200  
- **B Track must include:** GEN 195  

#### Interdisciplinary Requirement 9 credits

- **B Track must include:** FP 120 and COMM 218

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/HIT

- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence:
  - First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis courses.
  - GEN 195 will be required as the first course in the First-Year Sequence.
  - All 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,
    - University of Phoenix coursework,
• Regionally or nationally accredited coursework (C- or higher grade),
• University of Phoenix Prior Learning Assessment,
• National Testing Programs, and
• ACE evaluated Military credits.

The course used to satisfy a First-Year Sequence course must be comparable in content to the University course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.

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

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

• A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.

• 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.

**Additional Residency Requirements and Course Waivers for the AAIT/HIT**

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. The following courses in the Required Course of Study may not be waived: GEN/195 and GEN 200

**Course Descriptions for the AAIT/HIT**

CIS 208 .................................................................................. 3 credits

*Information Systems Fundamentals in Health Care*

This course introduces the fundamentals of computer systems and the role of information processing in today’s health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.

CIS 290 .................................................................................. 3 credits

*Personal Computer Hardware Support*

This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair.

CIS 296 .................................................................................. 3 credits

*Computer Systems Maintenance*

This course is an introduction to computer hardware and software maintenance and troubleshooting. This course will focus on typical problem scenarios, diagnostics, procedures and solutions.

HCS 208 .................................................................................. 3 credits

*Introduction to Health Care Industry Terms*

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.

HCS 235 .................................................................................. 3 credits

**Health Care Delivery in the U.S.**

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.

CIS 298 .................................................................................. 3 credits

*Healthcare IT*

This course is an introduction to the technical knowledge and IT skills applied to health care business operations. This course will focus on the application of regulatory requirements, medical business and IT operations, and IT security. In addition, students will also explore medical business and technology applications in health care.

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

*Essentials of College Writing*

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

COMM 218 .................................................................................. 3 credits

*Public Speaking for the IT Professional*

This course will provide the IT professional with the basic concepts for oral presentations; and enable students to develop and deliver effective individual and group presentations in classroom and professional settings.

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.

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

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

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

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

GEN 300 ...................................................................................3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University Library and learn how to access its resources successfully.

Associate of Arts in Information Technology/General

The following Associate of Arts in Information Technology (AAIT/GEN) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts in Information Technology provides the students with a solid foundation to understand basic information technology concepts. The courses in this degree provide an introduction into foundational disciplines to serve as the basis for student progression into a Bachelor's program in Information 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/aait-gen.

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 Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 207</td>
<td>Information Systems Fundamentals</td>
<td>3 credits</td>
</tr>
<tr>
<td>CMGT 245</td>
<td>IS Security Concepts</td>
<td>3 credits</td>
</tr>
<tr>
<td>PRG 211</td>
<td>Algorithms and Logic for Computer Programming</td>
<td>3 credits</td>
</tr>
<tr>
<td>DBM 263</td>
<td>Desktop Databases Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>VCT 236</td>
<td>Introduction to Image Editing and Formatting</td>
<td>3 credits</td>
</tr>
<tr>
<td>WEB 240</td>
<td>Web Design Fundamentals</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Students in the AAIT/GEN must complete an 18 credit Concentration. The University reserves the right to modify the required course of study.

Additional Admission Requirements for the AAIT/GEN

All applicants are expected to meet the following admissions requirements:

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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/GEN

The General Education requirements for this program are the following:

- Communication Arts Requirement 6 credits
  (A Track must include: COMM 215, equivalent, or higher and COMM 218)
  (B Track must include: COM 170 and COM 172)
- Mathematics Requirement 6 credits
- Effective enrollment agreements signed prior to 7/1/2013: Must include MTH 209, equivalent, or higher
- Effective for all new enrollment agreements signed 7/1/2013 or thereafter: MTH 220, equivalent, or higher
- Science & Technology Requirement 6 credits
  (B Track must include: SCI 163)
  Must include at least three (3) credits in the physical or biological sciences
- Humanities Requirement 6 credits
  (B Track must include: HUM 114)
- Social Science Requirement 6 credits
  (B Track must include: PSY 211)
- Additional Liberal Arts Requirement 3 credits
  (A Track must include: GEN 200)
  (B Track must include: GEN 195)
- Interdisciplinary Requirement 9 credits
  (B Track must include: FP 120 and COMM 218)

All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
Degree Requirements for the AAIT/GEN
- 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.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows: Associate of Arts

Academic Progression Requirements for the AAIT/GEN
- 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.
- All students entering undergraduate degree programs who list less than 24 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.
- 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.
- ACE evaluated Military credits.
- National Testing Programs, and
- Regionally or nationally accredited coursework (C- or higher grade), University of Phoenix coursework,
- University of Phoenix Prior Learning Assessment,
- National Testing Programs, and
- ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
- A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
- 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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the AAIT/GEN
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. The following courses in the required course of study may not be waived: GEN 200, GEN 195.

Course Descriptions for the AAIT/GEN

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 207</td>
<td>Introduction to Image Editing and Formatting</td>
<td>3</td>
</tr>
<tr>
<td>CMGT 245</td>
<td>Information Systems Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>PRG 211</td>
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<td>3</td>
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<td>Introduction to Image Editing and Formatting</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

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.

Algorithms and Logic for Computer Programming
This course provides students with a basic understanding of programming development practices. Concepts covered include the application of algorithms and logic to the design and development of procedural and object oriented computer programs to address the problem solving requirements associated with business information systems. This course will cover procedural programming concepts including data types, controls structures, functional decomposition, arrays, and files, classes and objects.

Desktop Databases Development
This course will cover the use desktop database software to create small database applications. Emphasis will be placed on creating databases and forms. Hands-on experience in the installation, design, and debugging of desktop database software will be included in this course.

Web Design Fundamentals
This course introduces development tools and techniques used to publish web pages on the World Wide Web. Students use basic hypertext markup language, scripting, and presentational technologies to create websites with the aid of a software authoring application. Topics include XHTML, CSS, JavaScript®, server hosting, site publication, site maintenance, and search engine optimization.

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

**COMM 218 ...........................................................................................3 credits**

**Public Speaking for the IT Professional**

This course will provide the IT professional with the basic concepts for oral presentations; and enable students to develop and deliver effective individual and group presentations in classroom and professional settings.

**MTH 209.................................................................3 credits**

**College Mathematics II**

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

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

**Foundations for General Education and Professional Success**

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

**Associate of Arts in Information Technology/Network Support**

The following Associate of Arts in Information Technology/Network Support (AAIT/NS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts in Information Technology with a concentration in Network Support offers coursework in the specific theories, competencies, and skills necessary for success as a network administrator. This concentration is developed with a focus on the Network+ body of knowledge including local area networks, wireless networks, and wide area networks.

For more information about our graduation 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-ns.

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

**Preferred Sequence and Requirements - A Track and B Track**

**CIS 207 ~ .........................................................3 credits**

**Information Systems Fundamentals**

**NTC 245 ~ .................................................................3 credits**

**Foundation of Local Area Networks**

**NTC 247 ~ .................................................................3 credits**

**Wireless Networking Concepts**

**NTC 249 ~ .................................................................3 credits**

**Wide Area Networking Concepts**

**CMGT 245 ~ .................................................................3 credits**

**IS Security Concepts**

**POS 221 ~ .................................................................3 credits**

**Windows Server Configurations**

**Students in the AAIT/NS must complete an 18 credit Concentration.**

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

**Additional Admission Requirements for the AAIT/NS**

All applicants are expected to meet the following admissions requirements:

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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/NS**

The General Education requirements for this program are the following:

**Communication Arts Requirement 6 credits**

- (A Track must include: COMM 215, equivalent, or higher and COMM 218)
- (B Track must include: COM 170 and COM 172)

**Mathematics Requirement 6 credits**

- Effective enrollment agreements signed prior to 7/1/2013: Must include MTH 209, equivalent, or higher
- Effective for all new enrollment agreements signed 7/1/2013 or thereafter: 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
- (B Track must include: SCI 163)
- Humanities Requirement 6 credits
- (B Track must include: HUM 114)
- Social Science Requirement 6 credits
- (B Track must include: PSY 211)
- Additional Liberal Arts Requirement 3 credits
- (A Track must include: GEN 200)
- (B Track must include: GEN 195)
- Interdisciplinary Requirement 9 credits
- (B Track must include: FP 120 and COMM 218)

All undergraduate students are required to complete the minimum
general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Degree Requirements for the AAIT/NS**

- 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.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows:
  
  Associate of Arts

**Academic Progression Requirements for the AAIT/NS**

- 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 A 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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
- A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
- 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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

**Additional Residency Requirements and Course Waivers for the AAIT/NS**

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

**Course Descriptions for the AAIT/NS**

**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.

**NTC 245** ................................................................. 3 credits  
**Foundation of Local Area Networks**

This foundational course covers local area network topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.

**NTC 247** ................................................................. 3 credits  
**Wireless Networking Concepts**

This course explores concepts of wireless networking systems, including wireless networking and topologies; hardware protocols; hardware selection and implementation; interfaces with local-area network (LAN), metropolitan area network (MAN), and wide-area network (WAN) networks; basic wireless security; and network integration concepts.

**NTC 249** ................................................................. 3 credits  
**Wide Area Networking Concepts**

This course covers Wide Area Networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.

**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.

**POS 221** .............................................................. 3 credits  
**Windows Server Configurations**

This course is a survey of Windows Server Configurations. Topics emphasize the structure and the various applications supported by Windows Server. The course includes remote, hands-on access to Windows lab exercises.

**COMM 215** ............................................................ 3 credits  
**Essentials of College Writing**

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

COMM 218 ..............................................................3 credits

Public Speaking for the IT Professional

This course will provide the IT professional with the basic concepts for oral presentations; and enable students to develop and deliver effective individual and group presentations in classroom and professional settings.

MTH 209 ..............................................................3 credits

College Mathematics II

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

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

Foundations for General Education and Professional Success

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

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

Skills for Lifelong Learning

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

GEN 300 ..............................................................3 credits

Skills for Professional Development

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

The following Associate of Arts in Information Technology/Network Support (AAIT/NS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts in Information Technology with an emphasis in Network Support offers coursework in the specific theories, competencies, and skills necessary for success as a network administrator. This emphasis is developed with a focus on the Network+ body of knowledge including local area networks, wireless networks, and wide area networks.

For more information about our graduation 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-ns.

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

Preferred Sequence and Requirements - A Track and B Track

CIS 207 ~ ..............................................................3 credits

Information Systems Fundamentals

NTC 245 ~ ..............................................................3 credits

Foundation of Local Area Networks

NTC 247 ~ ..............................................................3 credits

Wireless Networking Concepts

NTC 249 ~ ..............................................................3 credits

Wide Area Networking Concepts

CMGT 245 ~ .........................................................3 credits

IS Security Concepts

POS 221 ~ ..............................................................3 credits

Windows Server Configurations

Students in the AAIT/NS must complete an 18 credit Emphasis.

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

Additional Admission Requirements for the AAIT/NS

All applicants are expected to meet the following admissions requirements:

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

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

General Education Requirements for the AAIT/NS

The General Education requirements for this program are the following:

Communication Arts Requirement 6 credits

(A Track must include: COMM 215, equivalent, or higher and COMM 218)

(B Track must include: COM 170 and COM 172)

Mathematics Requirement 6 credits

Effective enrollment agreements signed prior to 7/1/2013: Must include MTH 209, equivalent, or higher

Effective for all new enrollment agreements signed 7/1/2013 or thereafter:

Preferred Sequence and Requirements - A Track and B Track

CIS 207 ~ ..............................................................3 credits

Information Systems Fundamentals

NTC 245 ~ ..............................................................3 credits

Foundation of Local Area Networks

NTC 247 ~ ..............................................................3 credits

Wireless Networking Concepts

NTC 249 ~ ..............................................................3 credits

Wide Area Networking Concepts

CMGT 245 ~ .........................................................3 credits

IS Security Concepts

POS 221 ~ ..............................................................3 credits

Windows Server Configurations

Students in the AAIT/NS must complete an 18 credit Emphasis.

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

Additional Admission Requirements for the AAIT/NS

All applicants are expected to meet the following admissions requirements:

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

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

General Education Requirements for the AAIT/NS

The General Education requirements for this program are the following:

Communication Arts Requirement 6 credits

(A Track must include: COMM 215, equivalent, or higher and COMM 218)

(B Track must include: COM 170 and COM 172)

Mathematics Requirement 6 credits

Effective enrollment agreements signed prior to 7/1/2013: Must include MTH 209, equivalent, or higher

Effective for all new enrollment agreements signed 7/1/2013 or thereafter:


MTH 220, equivalent, or higher
Science & Technology Requirement 6 credits
(B Track must include: SCI 163)  
Must include at least three (3) credits in the physical or biological sciences
Humanities Requirement 6 credits
(B Track must include: HUM 114)  
Social Science Requirement 6 credits
(B Track must include: PSY 211)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 200)
(B Track must include: GEN 195)  
Interdisciplinary Requirement 9 credits
(B Track must include: FP 120 and COMM 218)

All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack 6.7 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for the AAIT/NS
- 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.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows: Associate of Arts

Academic Progression Requirements for the AAIT/NS
- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.

- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
- A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
- 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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the AAIT/NS
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. The following courses in the required course of study may not be waived: GEN 200, GEN 195.

Course Descriptions for the AAIT/NS
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.

NTC 245 .................................................................................. 3 credits

Foundation of Local Area Networks
This foundational course covers local area network topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.

NTC 247 .................................................................................. 3 credits

Wireless Networking Concepts
This course explores concepts of wireless networking systems, including wireless networking and topologies; hardware protocols; hardware selection and implementation; interfaces with local-area network (LAN), metropolitan area network (MAN), and wide-area network (WAN) networks; basic wireless security; and network integration concepts.

NTC 249 .................................................................................. 3 credits

Wide Area Networking Concepts
This course covers Wide Area Networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security consider-
levels, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 ...................................................................................3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

Associate of Arts in Information Technology/Desktop Support

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

The Associate of Arts in Information Technology with a concentration in Desktop Support offers coursework in the technologies and methods necessary to provide technical support to information technology and computer system users. The students will learn the customer support aspects of personal computer desktop software applications, computer hardware and software according to the A+ body of knowledge including diagnosis and solutions.

For more information about our graduation 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-ds.

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

Preferred Sequence and Requirements - A Track and B Track

CIS 207 ~ ..........................................................3 credits
Information Systems Fundamentals
CIS 211 ~ ..........................................................3 credits
Office Software Support Fundamentals
CIS 290 ~ ..........................................................3 credits
Personal Computer Hardware Support
CIS 292 ~ ..........................................................3 credits
Personal Computer OS Support
CIS 294 ~ ..........................................................3 credits
Personal Computer Customer Support
CIS 296 ~ ..........................................................3 credits
Computer Systems Maintenance

Students in the AAIT/DS must complete an 18 credit Concentration.

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

Additional Admission Requirements for the AAIT/DS

All applicants are expected to meet the following admissions requirements:

- All applicants must complete the following General Education Core:

  GEN 101 ...................................................................................3 credits
  GEN 200 ...................................................................................3 credits
  MTH 209 ...................................................................................3 credits

- All applicants must complete the following Information Technology Core:

  CIS 207 ~ ..........................................................3 credits
  CIS 211 ~ ..........................................................3 credits
  CIS 290 ~ ..........................................................3 credits
  CIS 292 ~ ..........................................................3 credits
  CIS 294 ~ ..........................................................3 credits
  CIS 296 ~ ..........................................................3 credits

- All applicants must complete an 18 credit Concentration.

- All applicants must complete the following Concentration:

  CIS 207 ~ ..........................................................3 credits
  CIS 211 ~ ..........................................................3 credits
  CIS 290 ~ ..........................................................3 credits
  CIS 292 ~ ..........................................................3 credits
  CIS 294 ~ ..........................................................3 credits
  CIS 296 ~ ..........................................................3 credits

- All applicants must complete a minimum of 36 credits.

- All applicants must complete a minimum of 18 credits in the Information Technology area.

- All applicants must complete a minimum of 18 credits in the Concentration area.

- All applicants must complete a minimum of 15 credits in the General Education Core.

- All applicants must complete a minimum of 3 credits in the Information Technology Core.

- All applicants must complete a minimum of 18 credits in the Concentration.

- All applicants must complete a minimum of 36 credits.

- All applicants must complete a minimum of 18 credits in the Information Technology area.

- All applicants must complete a minimum of 18 credits in the Concentration area.

- All applicants must complete a minimum of 15 credits in the General Education Core.

- All applicants must complete a minimum of 3 credits in the Information Technology Core.

- All applicants must complete a minimum of 18 credits in the Concentration.

- All applicants must complete a minimum of 36 credits.

- All applicants must complete a minimum of 18 credits in the Information Technology area.

- All applicants must complete a minimum of 18 credits in the Concentration area.

- All applicants must complete a minimum of 15 credits in the General Education Core.

- All applicants must complete a minimum of 3 credits in the Information Technology Core.

- All applicants must complete a minimum of 18 credits in the Concentration.

- All applicants must complete a minimum of 36 credits.
• 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
• 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/DS
The General Education requirements for this program are the following:
Communication Arts Requirement 6 credits
(A Track must include: COMM 215, equivalent, or higher and COMM 218)
(B Track must include: COM 170 and COM 172)
Mathematics Requirement 6 credits
Effective enrollment agreements signed prior to 7/1/2013: Must include MTH 209, equivalent, or higher
Effective for all new enrollment agreements signed 7/1/2013 or thereafter: MTH 220, equivalent, or higher
Science & Technology Requirement 6 credits
(B Track must include: SCI 163)
Must include at least three (3) credits in the physical or biological sciences
Humanities Requirement 6 credits
(B Track must include: HUM 114)
Social Science Requirement 6 credits
(B Track must include: PSY 211)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 200)
(B Track must include: GEN 195)
Interdisciplinary Requirement 9 credits
(B Track must include: FP 120 and COMM 218)
All undergraduate students are required to complete the minimum general education credits required by their program version.
Students who lack 67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for the AAIT/DS
• 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.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows: Associate of Arts

Academic Progression Requirements for the AAIT/DS
• 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.
• All 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,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
• A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
• 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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the AAIT/DS
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.
The following courses in the required course of study may not be waived: GEN 200, GEN 195.

Course Descriptions for the AAIT/DS
CIS 207 .......................................................... 3 credits
Information Systems Fundamentals
This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment.
An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.

CIS 211 ................................................................. 3 credits

Office Software Support Fundamentals
This course is an introduction to the support fundamentals of desktop software including word processor, spreadsheet, presentation, database, and personal information management (email, calendar, contact management and web browsing) applications.

CIS 290 ................................................................. 3 credits

Personal Computer Hardware Support
This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair.

CIS 292 ................................................................. 3 credits

Personal Computer OS Support
This course is an introduction to the fundamentals of personal computer operating systems for computer software configuration, file management, performance monitoring, optimization, maintenance, recovery, and security.

CIS 294 ................................................................. 3 credits

Personal Computer Customer Support
This course is an introduction to the roles, responsibilities, and skills required to become a professional computer support technician and provide exceptional computer support service. This course includes the fundamentals of This course includes the fundamentals of and non-verbal communication, on-site support, telephone support, remote e-commerce support, and dealing with difficult customers.

CIS 296 ................................................................. 3 credits

Computer Systems Maintenance
This course is an introduction to computer hardware and software maintenance and troubleshooting. This course will focus on typical problem scenarios, diagnostics, procedures and solutions.

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

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

COMM 218 .......................................................... 3 credits

Public Speaking for the IT Professional
This course will provide the IT professional with the basic concepts for oral presentations; and enable students to develop and deliver effective individual and group presentations in classroom and professional settings.

MTH 209 .............................................................. 3 credits

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

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

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

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

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

GEN 300 ............................................................. 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University Library and learn how to access resources successfully.

Associate of Arts in Information Technology/Desktop Support (Maryland-Onlne)

The following Associate of Arts in Information Technology/Desktop Support (AAIT/DS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts in Information Technology with an emphasis in Desktop Support offers coursework in the technologies and methods necessary to provide technical support to information technology and computer system users. The students will learn the customer support aspects of personal computer desktop software applications, computer hardware and software according to the A+ body of knowledge including diagnosis and solutions. For more information about our graduation 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-ds.

Courses requiring prerequisites are identified by a ~ symbol following the course number.
Preferred Sequence and Requirements - A Track and B Track

CIS 207 - Information Systems Fundamentals ................................................. 3 credits
CIS 211 - Office Software Support Fundamentals ............................................. 3 credits
CIS 290 - Personal Computer Hardware Support ............................................ 3 credits
CIS 292 - Personal Computer OS Support ....................................................... 3 credits
CIS 294 - Personal Computer Customer Support ............................................. 3 credits
CIS 296 - Computer Systems Maintenance ..................................................... 3 credits

Students in the AAIT/DS must complete an 18 credit Emphasis.

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

Additional Admission Requirements for the AAIT/DS

All applicants are expected to meet the following admissions requirements:
- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited by the University of Phoenix and are not required to enroll in the First-Year Sequence.
- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
- A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
- 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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for
the AAIT/DS

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

Course Descriptions for the AAIT/DS

CIS 207 ......................................................................................3 credits

Information Systems Fundamentals

This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.

CIS 211 ......................................................................................3 credits

Office Software Support Fundamentals

This course is an introduction to the support fundamentals of desktop software including word processor, spreadsheet, presentation, database, and personal information management (email, calendar, contact management and web browsing) applications.

CIS 290 ......................................................................................3 credits

Personal Computer Hardware Support

This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair.

CIS 292 ......................................................................................3 credits

Personal Computer OS Support

This course is an introduction to the fundamentals of personal computer operating systems for computer software configuration, file management, performance monitoring, optimization, maintenance, recovery, and security.

CIS 294 ......................................................................................3 credits

Personal Computer Customer Support

This course is an introduction to the roles, responsibilities, and skills required to become a professional computer support technician and provide exceptional computer support service. This course includes the fundamentals of this course includes the fundamentals of and non-verbal communication, on-site support, telephone support, remote e-commerce support, and dealing with difficult customers.

CIS 296 ......................................................................................3 credits

Computer Systems Maintenance

This course is an introduction to computer hardware and software maintenance and troubleshooting. This course will focus on typical problem scenarios, diagnostics, procedures and solutions.

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

Essentials of College Writing

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

COMM 218 ..................................................................................3 credits

Public Speaking for the IT Professional

This course will provide the IT professional with the basic concepts for oral presentations; and enable students to develop and deliver effective individual and group presentations in classroom and professional settings.

MTH 209.......................................................................................3 credits

College Mathematics II

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

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

Foundations for General Education and Professional Success

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

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

Skills for Lifelong Learning

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

GEN 300 .......................................................................................3 credits

Skills for Professional Development

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

Associate of Arts in Information Technology/Web Administration

The following Associate of Arts Concentration in Information Technology/Web Administration (AAIT/WA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts in Information Technology with a concentration in Web Administration focuses on the tasks involved in vari-
uous web technology job roles, and the skills and technologies to perform those tasks. The concentration includes information system fundamentals, image editing and formatting, information systems security, web site development, internet business concepts and network technology. This concentration addresses the objectives specified in the CIW Web Foundations, CompTIA Strata Fundamentals, and CompTIA Security + certificates. For more information about our graduation 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-wa.

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

**Preferred Sequence and Requirements - A Track and B Track**

**CIS 207 ~** Information Systems Fundamentals

**Prerequisite to CIS 207 applies to Track A only**

VCT 236 ~ Introduction to Image Editing and Formatting

CMGT 245 ~ IS Security Concepts

CIT 277 ~ Website Development Foundations

CIT 278 ~ Internet Business Concepts

CIT 279 ~ Network Technology Foundations

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

**Additional Admission Requirements for the AAIT/WA**

All applicants are expected to meet the following admissions requirements:

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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 AAIT/WA**

- 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.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows: Associate of Arts

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

The General Education requirements for this program are the following:

- Communication Arts Requirement 6 credits
  
  (A Track must include: COMM 215, equivalent, or higher and COMM 218)
  
  (B Track must include: COM 170 and COM 172)

- Mathematics Requirement 6 credits
  
  Effective enrollment agreements signed prior to 7/1/2013: Must include MTH 209, equivalent, or higher
  
  Effective for all new enrollment agreements signed 7/1/2013 or thereafter: MTH 220, equivalent, or higher

- Science & Technology Requirement 6 credits
  
  (B Track must include: SCI 163)
  
  Must include at least three (3) credits in the physical or biological sciences

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

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

- Additional Liberal Arts Requirement 3 credits
  
  (A Track must include: GEN 200)
  
  (B Track must include: GEN 195)

- Interdisciplinary Requirement 9 credits
  
  (B Track must include: FP 120 and COMM 218)

All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Academic Progression Requirements for the AAIT/WA**

- 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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
• A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
• 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 must 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.

Additional Residency Requirements and Course Waivers for the AAIT/WA

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. The following courses in the Required Course of Study may not be waived: GEN 195, GEN 200

Course Descriptions for the AAIT/WA

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.

VCT 236 .....................................................................................3 credits
Introduction to Image Editing and Formatting
This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on image editing software applications, file formats, composition, color, text design, retouching, and manipulation of graphic and photographic images.

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 277 .....................................................................................3 credits
Website Development Foundations
This course introduces essential Website development skills. Students will write code manually, as well as use graphical user interface (GUI) authoring tools. Topics include XHTML code validation, web forms, tables and frames, internet marketing and search engine optimization, and content formatting with style sheets. This course addresses the objectives specified in the CIW Site Development Associate Certificate.

CIT 278 .....................................................................................3 credits
Internet Business Concepts
This course introduces the Information Technology (IT) foundational skills and technologies used in business and the tasks involved in various IT job roles. Topics include Internet connection methods and protocols, the Domain Name System (DNS), cloud computing, social networking, and business skills. This course addresses the objectives specified in the CIW Internet Business Associate Certificate.

CIT 279 .....................................................................................3 credits
Network Technology Foundations
This course introduces the basics of network administration. Topics include the fundamentals of network architecture, the secure transmission of data, the OSI reference model, implementing a Content Management System (CMS), and mobile computing devices. This course addresses the objectives specified in the CIW Network Technology Associate Certificate.

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 200 ...................................................................................3 credits
Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 101 ...................................................................................3 credits
Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in
school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300.................................................................................................. 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

Associate of Arts in Information Technology/Web Administration (Maryland-Online)

The following Associate of Arts Emphasis in Information Technology/Web Administration (AAIT/WA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts in Information Technology with an emphasis in Web Administration focuses on the tasks involved in various web technology job roles, and the skills and technologies to perform those tasks. The emphasis includes information system fundamentals, image editing and formatting, information systems security, web site development, internet business concepts and network technology. This emphasis addresses the objectives specified in the CIW Web Foundations, CompTIA Strata Fundamentals, and CompTIA Security + certificates.

For more information about our graduation 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-wa.

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

Preferred Sequence and Requirements - A Track and B Track
CIS 207 ~ ................................................................. 3 credits
Information Systems Fundamentals
Prerequisite to CIS 207 applies to Track A only
VCT 236 ~ ................................................................. 3 credits
Introduction to Image Editing and Formatting
CMGT 245 ~ .......................................................... 3 credits
IS Security Concepts
CIT 277 ~ ................................................................. 3 credits
Website Development Foundations
CIT 278 ~ ................................................................. 3 credits
Internet Business Concepts
CIT 279 ~ ................................................................. 3 credits
Network Technology Foundations

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

Additional Admission Requirements for the AAIT/WA

All applicants are expected to meet the following admissions requirements:
- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

Degree Requirements for the AAIT/WA

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.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows: Associate of Arts

General Education Requirements for the AAIT/WA

The General Education requirements for this program are the following:

Communication Arts Requirement 6 credits
(A Track must include: COMM 215, equivalent, or higher and COMM 218)
(B Track must include: COM 170 and COM 172)
Mathematics Requirement 6 credits
Effective enrollment agreements signed prior to 7/1/2013: Must include MTH 209, equivalent, or higher
Effective for all new enrollment agreements signed 7/1/2013 or thereafter: MTH 220, equivalent, or higher
Science & Technology Requirement 6 credits
(B Track must include: SCI 163)
Must include at least three (3) credits in the physical or biological sciences
Humanities Requirement 6 credits
(B Track must include: HUM 114)
Social Science Requirement 6 credits
(B Track must include: PSY 211)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 200)
(B Track must include: GEN 195)

Interdisciplinary Requirement 9 credits
(B Track must include: FP 120 and COMM 218)

All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the AAIT/WA

- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis courses.
• GEN 195 will be required as the first course in the First-Year Sequence.
• All 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,
  National Testing Programs, and
  ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
• A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
• 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.

Additional Residency Requirements and Course Waivers for the AAIT/WA

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. The following courses in the Required Course of Study may not be waived: GEN 195, GEN 200

Course Descriptions for the AAIT/WA

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.

VCT 236 ......................................................................................3 credits

Introduction to Image Editing and Formatting
This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on image editing software applications, file formats, composition, color, text design, retouching, and manipulation of graphic and photographic images.

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 277 .........................................................................................3 credits

Website Development Foundations
This course introduces essential Website development skills. Students will write code manually, as well as use graphical user interface (GUI) authoring tools. Topics include XHTML code validation, web forms, tables and frames, internet marketing and search engine optimization, and content formatting with style sheets. This course addresses the objectives specified in the CIW Site Development Associate Certificate.

CIT 278 .........................................................................................3 credits

Internet Business Concepts
This course introduces the Information Technology (IT) foundational skills and technologies used in business and the tasks involved in various IT job roles. Topics include Internet connection methods and protocols, the Domain Name System (DNS), cloud computing, social networking, and business skills. This course addresses the objectives specified in the CIW Internet Business Associate Certificate.

CIT 279 .........................................................................................3 credits

Network Technology Foundations
This course introduces the basics of network administration. Topics include the fundamentals of network architecture, the secure transmission of data, the OSI reference model, implementing a Content Management System (CMS), and mobile computing devices. This course addresses the objectives specified in the CIW Network Technology Associate Certificate.

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 200 ..................................................................................3 credits
Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.
GEN 101 ................................................................................... 3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.
GEN 300 ................................................................................... 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

Associate of Arts in Information Technology/Cisco Networking (Maryland-Online)

The following Associate of Arts in Information Technology/Cisco Networking (AAIT/CCNA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts in Information Technology with an emphasis in Cisco Networking offers coursework designed to help students acquire the knowledge to install, configure and operate Local Area Network (LAN), Wide Area Network (WAN) as well as routing and switching implementations and management. This degree program covers the body of knowledge for the Cisco® Certified Network Associate (CCNA®) exam in preparing the student to install and configure Cisco® switches and routers in multiprotocol inter-networks using LAN and WAN interfaces. For more information about our graduation 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-ccna

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

Preferred Sequence and Requirements - A Track and B Track
CIS 207 ~ ................................................................................... 3 credits
Information Systems Fundamentals
CMGT 245~ ................................................................................... 3 credits

IS Security Concepts
CIT 245~ ................................................................................... 3 credits
Local Area Networking Fundamentals
CIT 249~ ................................................................................... 3 credits
Wide Area Network Environment
CIT 274~ ................................................................................... 3 credits
Routing and Switching Implementations
CIT 276~ ................................................................................... 3 credits
Routing and Switching Management
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the AAIT/CCNA
All applicants are expected to meet the following admissions requirements:
• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

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.
• Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows: Associate of Arts

General Education Requirements for the AAIT/CCNA
The General Education requirements for this program are the following:

Communication Arts Requirement 6 credits
(A Track must include: COMM 215, equivalent, or higher and COMM 218)
(B Track must include: COM 170 and COM 172)

Mathematics Requirement 6 credits
(Must include MTH 209, equivalent, or higher)

Science & Technology Requirement 6 credits
(B Track must include: SCI 163)
Must include at least three (3) credits in the physical or biological sciences

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

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

Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 200)
(B Track must include: GEN 195)

Interdisciplinary Requirement 9 credits
(B Track must include: FPA 120 and COMM 218)

All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general
education balance in order to complete the minimum general education credits required for their program.

**Academic Progression Requirements for the AAIT/CCNA**

- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
- 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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

**Additional Residency Requirements and Course Waivers for the AAIT/CCNA**

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

**Course Descriptions for the AAIT/CCNA**

**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.

**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.

**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.

**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 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).

**Essentials of College Writing**

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

COMM 218 ................................................................................. 3 credits

Public Speaking for the IT Professional
This course will provide the IT professional with the basic concepts for oral presentations; and enable students to develop and deliver effective individual and group presentations in classroom and professional settings.

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 emotion; 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 its resources successfully.
Associate of Arts in Information Technology/Cisco Networking

The following Associate of Arts in Information Technology/Cisco Networking (AAIT/CCNA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts in Information Technology 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

CIS 207 ~ ..................................................................................3 credits
Information Systems Fundamentals
CMGT 245~ ...........................................................................3 credits
IS Security Concepts
CIT 245 ~ ..................................................................................3 credits
Local Area Networking Fundamentals
CIT 249 ~ ..................................................................................3 credits
Wide Area Network Environment
CIT 274 ~ ..................................................................................3 credits
Routing and Switching Implementations
CIT 276 ~ ..................................................................................3 credits
Routing and Switching Management

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

Additional Admission Requirements for the AAIT/CCNA

All applicants are expected to meet the following admissions requirements:

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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.

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.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows:
  Associate of Arts

General Education Requirements for the AAIT/CCNA

The General Education requirements for this program are the following:

- Communication Arts Requirement 6 credits
  (A Track must include: COMM 215, equivalent, or higher and COMM 218)
  (B Track must include: COM 170 and COM 172)
- Mathematics Requirement 6 credits
  Effective enrollment agreements signed prior to 7/1/2013: Must include MTH 209, equivalent, or higher
  Effective for all new enrollment agreements signed 7/1/2013 or thereafter: MTH 220, equivalent, or higher
- Science & Technology Requirement 6 credits
  (B Track must include: SCI 163)
  Must include at least three (3) credits in the physical or biological sciences
- Humanities Requirement 6 credits
  (B Track must include: HUM 114)
- Social Science Requirement 6 credits
  (B Track must include: PSY 211)
- Additional Liberal Arts Requirement 3 credits
  (A Track must include: GEN 200)
  (B Track must include: GEN 195)
- Interdisciplinary Requirement 9 credits
  (B Track must include: FP 120 and COMM 218)

All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the AAIT/CCNA

- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- All 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,  
• National Testing Programs, and  
• ACE evaluated Military credits.  
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.  
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.  
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.  
• A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.  
• 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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.  

Additional Residency Requirements and Course Waivers for the AAIT/CCNA  
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. The following courses in the required course of study may not be waived: GEN 200, GEN 195.  

Course Descriptions for the AAIT/CCNA  
CIS 207 ................................................................. 3 credits  
Information Systems Fundamentals  
This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.  
CMGT 245 .............................................................. 3 credits  
IS Security Concepts  
This course introduces general concepts of information systems security. Content includes governmental views, positions and processes of national security. Coursework explores other concepts, including contingency and business resumption planning, backup schemes and implementation strategies, as well as various types of invasive actions and prevention measures.  
CIT 245 ................................................................. 3 credits  
Local Area Networking Fundamentals  
This course addresses the fundamentals of local area networking (LAN). Students will learn about Ethernet LANs, wireless LANs (WLAN), and LAN connections. This will include securing the network, transmission control protocol / internet protocol (TCP/IP), troubleshooting switches, WLAN security, and constructing a network address scheme.  

CIT 249 ........................................................................................................ 3 credits  
Wide Area Network Environment  
This course provides students with the knowledge and skills necessary to implement and support a small to medium size network using wide area networking technologies. This course covers wide area networks (WAN) connections, network environment management, small network implementation, and medium sized switched network construction. It includes enabling the internet connection, router startup and configuration, and securing the expanded network.  
CIT 274 ................................................................................................. 3 credits  
Routing and Switching Implementations  
This course provides students with the knowledge and skills necessary to design, build, and maintain routing and switching technologies. Instruction covers constructing medium-sized routed networks, implementing Single-Area Open Shortest Path First (OSPF) routing protocol, Enhanced Interior Gateway Routing Protocol (EIGRP), and applying Access Control Lists (ACLs). It includes a review of routing operations and implementing Variable Length Subnet Masking (VLSM).  
CIT 276 ................................................................................................. 3 credits  
Routing and Switching Management  
This course provides the knowledge and skills necessary for routing and switching management. The course covers address space management and local area network (LAN) extension into a wide area network (WAN). This includes network address translation (NAT) and port address translation (PAT), virtual private network (VPN) solutions and frame relay connectivity.  
COMM 215 ............................................................................................ 3 credits  
Essentials of College Writing  
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.  
COMM 218 ............................................................................................ 3 credits  
Public Speaking for the IT Professional  
This course will provide the IT professional with the basic concepts for oral presentations; and enable students to develop and deliver effective individual and group presentations in classroom and professional settings.  
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 provides an overview of the elements 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 its resources successfully.

Associate Programs Pathways Program
Non-degree seeking students are permitted to take courses if admitted into the Pathways Program. The Pathways Program is designed for current high school juniors and seniors seeking to earn college credits while still enrolled in secondary schools. Pathways students may earn a maximum of 12 credits at the University of Phoenix. Non-degree students are not eligible to receive most types of financial aid or veterans benefits and must demonstrate English proficiency, if applicable, to be eligible for course enrollment. The Pathways Program admissions process must be completed before enrollment in any courses.

Admission into the Pathways program requires:
- Pathways Non-degree Application
- High School Junior or Senior Standing
- Pathways students must meet all prerequisite requirements for the program in which the courses are included. Students must also meet all admission requirements, with the exception of the HS diploma or equivalent
- Parent or guardian consent
- $25 application fee

Before proceeding beyond 12 credits, Pathways program students
must submit a University of Phoenix degree seeking application for admission, possess a high school diploma (or equivalent), and be granted acceptance to the University of Phoenix. Pathways students who want to earn more than 12 credits will be deemed degree seeking and be required to submit an application for admission to a University of Phoenix degree program. 

Note: The Pathways Program is not available in all states. Please consult an enrollment counselor to determine if residents of a specific state are eligible for this program.
COLLEGE OF HEALTH SCIENCES AND NURSING

The College of Health Sciences and Nursing provides a blend of the business and management focus of health care with the clinical/delivery focus of nursing. Each academic program area will provide students with the insight and perspectives needed to support their specific career focus.

Health administration programs provide students with an opportunity to see the expansive scope and diversity of the health care industry. The associate and baccalaureate programs are designed to provide students with the foundational knowledge of management, finance, marketing, communication, health information systems and compliance and legal concepts. At the graduate level students will expand their focus to leadership, policy, quality and performance measures, economics and strategic management. Students will also have the opportunity to expand their interests in career areas such as health information systems, electronic health records, long term care, emergency management, gerontology, or sustainability.

The nursing programs are designed to support the career advancement and educational needs of licensed practical, vocational and registered nurses, who are looking to expand their professional horizons. The nursing degree programs have a blend of theory and practice, which fosters a learning environment that allows a nurse to build a knowledge base and effectively apply what they have learned. Students develop critical thinking and problem solving skills that are essential for clinical or leadership roles needed in today’s challenging health care environment. The graduate nursing programs focus on the specialty areas of nursing administration, nursing education and family nurse practitioner.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs are accredited by The Commission on Collegiate Nursing Education, One DuPont Circle, NW, Suite 530, Washington, DC 20036 - 1120, (202) 887 6791. http://www.aacn.nche.edu/accreditation/

International Nursing Honor Society

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

Omicron Delta is the Sigma Theta Tau chapter of the University of Phoenix, College of Nursing members. Membership to Sigma Theta Tau is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and to 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 130,000 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 463 chapter honor societies are located on more than 523 college and university campuses in United States, Australia, Brazil, Canada, Hong Kong, the Netherlands, Pakistan, South Korea, and Taiwan.

Omicron Delta has close to 5,000 active members worldwide. The chapter was originally chartered in 1996 and has grown to be one of the largest chapters in the international organization. To learn more about Omicron Delta visit the Web site http://www.omicrondelta.net.

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 10 panel, plus alcohol drug test.

- For purposes of this policy, the following definitions apply:
  - Drug testing means the scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens from the human body for the purpose of detecting the use of drugs or alcohol.
  - Reasonable suspicion means evidence which forms a reasonable basis for concluding that it is more likely than not that a person is impaired by alcohol or drugs or has engaged in substance abuse. Facts which could give rise to reasonable suspicion include, but are not limited to: the odor of alcohol or drugs, impaired behavior such as slurred speech, decreased motor coordination, difficulty in maintaining balance, marked changes in personality or job performance, and unexplained accidents, without reasonable justification. Such evidence may come from a professional or expert opinion, layperson opinion, scientific tests, or other sources or methods.
  - Illegal drug means any drug which is not legally obtainable; any drug which is legally obtainable but has not been legally obtained; any prescribed drug not legally obtained; any prescribed drug not being used for the prescribed purpose or by the person for whom it was prescribed; any over-the-counter drug being used at a dosage level other than that recommended by the manufacturer, or being used for a purpose other than the purpose intended by the manufacturer; and any drug being used for a purpose or by a person not in accordance with bona fide medical therapy. Examples of illegal drugs include, but are not limited to, stimulants; depressants; narcotic or hallucinogenic drugs; cannabis substances, such as marijuana and hashish; cocaine; heroin; methamphetamine; phencyclidine (PCP); and so-called designer drugs and look-alike drugs.
• Impaired means that a person’s mental or physical capabilities are reduced below his or her normal levels without reasonable justification. An impaired student manifests deterioration in the level of function as compared to that previously observed, or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or more multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor and attitudes as manifested in speech or actions. Impairment will include addiction to and/or physical dependence upon alcohol or illegal drugs.

• Substance abuse means:
  • the consumption, possession, or distribution of alcohol or illegal drugs by any nursing student while on University or affiliated clinical site premises or while participating in any University (or affiliated clinical site) sponsored or related activity, including any nursing-related course or clinical training activity.
  • a nursing student's use of alcohol or any drug in such a way that the student's performance in any nursing course, including activities at any clinical site, is impaired.

• Prior to being assigned to a clinical placement and as a prerequisite for placement at any agency or health care facility the nursing student shall sign an agreement:
  • to abide by the drug policies and drug testing policies of the University and each agency or health care facility in which a student is assigned as applicable,
  • to submit to any "for cause" drug testing required by the University and testing required by each agency or health care facility the nursing student obtains clinical hours, and
  • to release a copy of any and all drug test results to the University of Phoenix, Dean/Associate Dean of Nursing, other appropriate University officials, and to any State Board(s) of Nursing in which the student holds a nursing license or certificate, where required by the relevant State Board(s) of Nursing.

Failure to sign such agreement is grounds for refusal for student admission and progression in the program.

• The College of Nursing requires students to obtain a 10 panel, plus alcohol drug test if the student's behavior in the clinical, classroom or laboratory setting creates facts that give rise to a reasonable suspicion of substance abuse, or indicates they are impaired by alcohol or drugs.

• If the results of the 10 panel, plus alcohol drug test is positive for a prescribed drug(s) but not those that would be defined as illegal in the definitions above:
  • the drug level is within prescribed limits.
  • the level does not indicate abuse.
  • the student's use of the drug as prescribed will not interfere with safe practice in the clinical area.

This statement must be provided to the Campus College Chair, Director of Nursing, or NP Program Manager. If the statement is approved, then the test result will be deemed acceptable and not failed for these purposes.

• The failure of a student to provide the above statement or a health care provider's inability to provide a statement meeting the requirements above shall be treated as a positive test for an illegal drug.

• Students who refuse to submit to a "for-cause" drug test will not be allowed to return to any clinical setting pending conclusion of a full review by the Office of Dispute Management and Apollo Ethics and Compliance. The findings may result in dismissal from the nursing program and expulsion from the University. The results of a positive test for illegal drugs as defined herein or a refusal to undergo a required drug test will be reported to the applicable State Board of Nursing where required by the applicable State Board(s) of Nursing’s statute(s) or regulation(s).

• Students must also adhere to any other additional policies prescribed by the clinical agency. It is the sole responsibility of the student to read and acknowledge the requirements of the clinical health care facility in addition to University policy.

• All costs associated with the drug test, including any transportation costs to or from the drug testing facility, will be the responsibility of the student.

• University of Phoenix, College(s) of Nursing, campus officials may be required to report all failed drug tests to each State Board of Nursing in which the student holds a nursing license or certificate. Campus officials shall report test results to all applicable State Boards of Nursing as described in the applicable Board's statutes and/or regulations.

**Associate of Arts/Concentration in Health Care Administration**

The following Associate of Arts/Concentration in Health Care Administration (AAHCA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all
students. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree in Health Care Administration concentration focuses on health care organizations, roles of health care workers, public policy, information technology, financial management, and regulatory and ethical issues of health care. Students will discuss current strengths, weaknesses, and challenges of the U.S. health care system. Students will also critically examine the current state of health and disease, health care's laws and ethics, the psychology of health, and financial operations of the health care system.

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

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

Note: This is not a nursing program nor will the courses included in this program fully prepare a student to enter a nursing program.

Concentration in Health Care Administration - Track A and B

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCA 210 ~ Introduction to Health Care: Riding the Fourth Wave</td>
<td>3</td>
</tr>
<tr>
<td>HCA 220 ~ The Language of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HCA 230 ~ Communication Skills for Health Care Professionals</td>
<td>3</td>
</tr>
<tr>
<td>HCA 240 ~ Health &amp; Diseases: Understanding Pathos of Pathology</td>
<td>3</td>
</tr>
<tr>
<td>HCA 250 ~ The Psychology of Health</td>
<td>3</td>
</tr>
<tr>
<td>HCA 270 ~ Financial Matters for Health Care Professionals</td>
<td>3</td>
</tr>
</tbody>
</table>

Financial Matters for Health Care Professionals

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

Additional Admission Requirements for AAHCA

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited by a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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
- Mathematics Requirement 6 credits
- Science & Technology Requirement 6 credits
- Social Science Requirement 6 credits
- Humanities Requirement 6 credits
- Interdisciplinary Requirement 9 credits

Degree Requirements for AAHCA

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- 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.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• 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.

Additional Residency Requirements and Course Waivers for the AAHCA

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.

Course Descriptions for the AAHCA

HCA 210 ...................................................................................3 credits
Introduction to Health Care: Riding the Fourth Wave
This course provides a broad overview of the United States health care system. The historical evolution of the business of health care is examined. The student will explore management concepts and workforce opportunities within the health care industry.

HCA 220 ..................................................................................3 credits
The Language of Health Care
This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.

HCA 230 ..................................................................................3 credits
Communication Skills for Health Care Professionals
This course offers the student the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. The student will discuss social and cultural influences on communication efforts, examine channels of communication including internal, external, and technology related communication, and the impact of consumer and interdisciplinary communication.

HCA 240 ..................................................................................3 credits
Health & Diseases: Understanding Pathos of Pathology
This course introduces the student to the basic principles of illness and disease commonly seen in the health care environment. Topics may include infectious and noninfectious diseases, environmental health, and the promotion of good health practices. In addition, students will be introduced to common disease and medical procedure terminology.

HCA 250 ..................................................................................3 credits
The Psychology of Health
In this course, the student is introduced to the psychological factors that relate to maintaining a healthy workplace. The course also exposes the student to management elements of cultural diversity, collaboration, and healthy behaviors.

HCA 270 ..................................................................................3 credits
Financial Matters for Health Care Professionals
This course is designed as an introduction to the terminology, processes, functions, and financial reports commonly encountered in health care operations. This course introduces the concepts of basic managerial financial functions, such as budgeting, reimbursement methods, and the responsibilities of health care financial management.

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

ETH 125 ..................................................................................3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

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

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

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

**Associate of Arts/Emphasis in Health Care Administration (Maryland-Online)**

The following Associate of Arts/Emphasis in Health Care Administration (AAHCA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree with an emphasis in Health Care Administration 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/aaahca.

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

Note: This is not a nursing program nor will the courses included in this program fully prepare a student to enter a nursing program.

**Emphasis in Health Care Administration - Track A and B**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCA 210 ~ Introduction to Health Care: Riding the Fourth Wave</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCA 220 ~ The Language of Health Care</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCA 230 ~ Communication Skills for Health Care Professionals</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCA 240 ~ Health &amp; Diseases: Understanding Pathos of Pathology</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCA 250 ~ The Psychology of Health</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCA 270 ~ Financial Matters for Health Care Professionals</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

**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

(A Track must include: FP 101)
(B Track must include: HUM 111)

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

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

**Degree Requirements for AAHCA**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- 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.
- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

**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.
- All FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
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The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.

All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.

Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.

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

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

Additional Residency Requirements and Course Waivers for the AAHCA

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.

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.

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HCA 270 ..................................................................................3 credits

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This course is designed as an introduction to the terminology, processes, functions, and financial reports commonly encountered in health care operations. This course introduces the concepts of basic managerial financial functions, such as budgeting, reimbursement methods, and the responsibilities of health care financial management.

COM 150 ......................................................................................3 credits

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

COM 220 .................................................................................3 credits

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

ETH 125 ...................................................................................3 credits

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

CRT 205 ......................................................................................3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ......................................................................................3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of
information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

**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 may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree in Health Care Administration with a concentration 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 programs provide 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>HCA 220</td>
<td>The Language of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HCA 240</td>
<td>Health &amp; Diseases: Understanding Pathos of Pathology</td>
<td>3</td>
</tr>
<tr>
<td>HCR 210</td>
<td>Patient Records: Keeping It Real</td>
<td>3</td>
</tr>
<tr>
<td>HCR 220</td>
<td>Claims Preparation I: Clean Bills of Health</td>
<td>3</td>
</tr>
<tr>
<td>HCR 230</td>
<td>Claims Preparation II: Footing the Bills</td>
<td>3</td>
</tr>
<tr>
<td>HCR 240</td>
<td>Computerizing Medical Data: The Paper Chase Goes Techno</td>
<td>3</td>
</tr>
</tbody>
</table>

**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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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**

<table>
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<tr>
<th>Requirement</th>
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</thead>
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<tr>
<td>Communication Arts Requirement</td>
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<tr>
<td>Mathematics Requirement</td>
<td>6</td>
</tr>
<tr>
<td>Science &amp; Technology Requirement</td>
<td>6</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>6</td>
</tr>
<tr>
<td>Interdisciplinary Requirement</td>
<td>9</td>
</tr>
</tbody>
</table>

**Degree Requirements for AAHCA/MR**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- 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.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts
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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent General education elective.
- 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. 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.
- 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.
- Additional Residency Requirements and Course Waivers for the AAHCA/MR

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.

Course Descriptions for the AAHCA/MR

HCA 220.................................................................3 credits

The Language of Health Care

This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.
HCA 240.................................................................3 credits

Health & Diseases: Understanding Pathos of Pathology

This course introduces the student to the basic principles of illness and disease commonly seen in the health care environment. Topics may include infectious and noninfectious diseases, environmental health, and the promotion of good health practices. In addition, students will be introduced to common disease and medical procedure terminology.
HCR 210 ...............................................................3 credits

Patient Records: Keeping it Real

Documenting patients’ health information is central to the continuity of medical care and the collection of medical data. This course examines the content, development, format, routing, filing, and storage of patient records. Settings include hospitals, physicians’ offices and alternate care facilities. Students review uses of health data and legal aspects of health information management.
HCR 220 ...............................................................3 credits

Claims Preparation I: Clean Bills of Health

Medical records processing revolves around insurance and reimbursement. This course focuses on the background, knowledge and skills related to basic billing duties, HIPAA regulations, patient encounters, and the preparation, compliance, and transmission of claims. Students are introduced to the history, current state and future direction of the major diagnostic and procedural coding systems.
HCR 230 ...............................................................3 credits

Claims Preparation II: Footing the Bills

This course continues medical records processing instruction. Topics focus on the background, knowledge and skills related to private payers, Medicare, Medicaid, Tricare, Champva, workers compensation and disability. Claims processing includes payments, appeals, and secondary claims; patient billing and collections; hospital billing and reimbursement.
HCR 240 ...............................................................3 credits

Computerizing Medical Data: The Paper Chase Goes Techno

This medical records capstone course enables students to develop career skills in computerizing data through application of a software program widely used in health care. While popular for medical billing and collections, MedisoftTM also applies to managing patients’ health care information, scheduling, correspondence, and a variety of reports. This course requires a PC with Windows 2000® or Windows XP® operating system.
COM 150 ...............................................................3 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.
COM 220 ...............................................................3 credits

Research Writing

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments,
and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

**ETH 125** ................................................................. 3 credits

**Cultural Diversity**

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

**CRT 205** ................................................................. 3 credits

**Critical Thinking**

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

**GEN 105** ................................................................. 3 credits

**Skills for Learning in an Information Age**

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

**Associate of Arts/Emphasis in Health Care Administration/Medical Records (Maryland-Online)**

The following Associate of Arts/Emphasis in Health Care Administration Medical Records (AAHCA/MR) program may be offered at these University of Phoenix campus locations: Online, depending on the state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree in Health Care Administration with an emphasis in Medical Records lays a foundation for further study in health care at the undergraduate level. Topics focus on medical terminology related to disease diagnosis and treatment, patient information management, and medical claims processing. Software instruction synthesizes a variety of records processes common in medical facilities.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aahca-mr.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Note:** Associate of Arts/Health Care Administration-Medical Records provides foundation skills in medical record keeping. However, it does not lead to certification in medical coding practice or any other related practice.

**Emphasis in Health Care Administration/Medical Records-Track A and B**

**HCA 220** ................................................................. 3 credits

**HCA 240** ................................................................. 3 credits

**Medical Records: 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

**General Education Requirements for the AAHCA/MR**

**Communication Arts Requirement 6 credits**

(A Track must include: COM 150 and COM 220)

(B Track must include: COM 155 and COM 156)

**Mathematics Requirement 6 credits**

Science & Technology Requirement 6 credits

(A Track must include: 3 credits in the physical or biological sciences)

(B Track must include: SCI 162)

Social Science Requirement 6 credits

(A Track must include: ETH 125)

(B Track must include: PSY 201 and ETH 125)

**Humanities Requirement 6 credits**

(A Track must include: CRT 205)

(B Track must include: HUM 111)

**Additional Liberal Arts Requirement 3 credits**

(A Track must include: GEN 105)

(B Track must include: US 101)

**Interdisciplinary Requirement 9 credits**

(A Track must include: FP 101)

**All undergraduate students are required to complete the minimum general education credits required by their program version. 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. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.**
Degree Requirements for AAHCA/MR

The degree requirements for this program are the following:

• Completion of a minimum of 60 credits.

• 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.

• Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

associate of Arts

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.

• All FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.

• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following:

  • University of Phoenix coursework,

  • Regionally or nationally accredited coursework (C- or higher grade),

  • University of Phoenix Prior Learning Assessment,

  • National Testing Programs, and

  • ACE evaluated Military credits.

• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.

• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.

• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.

• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

Additional Residency Requirements and Course Waivers for the AAHCA/MR

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.

Course Descriptions for the AAHCA/MR

HCA 220 ...................................................................................3 credits

The Language of Health Care

This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.

HCA 240 ...................................................................................3 credits

Health & Diseases: Understanding Pathos of Pathology

This course introduces the student to the basic principles of illness and disease commonly seen in the health care environment. Topics may include infectious and noninfectious diseases, environmental health, and the promotion of good health practices. In addition, students will be introduced to common disease and medical procedure terminology.

HCR 210 ...................................................................................3 credits

Patient Records: Keeping it Real

Documenting patients’ health information is central to the continuity of medical care and the collection of medical data. This course examines the content, development, format, routing, filing, and storage of patient records. Settings include hospitals, physicians’ offices and alternate care facilities. Students review uses of health data and legal aspects of health information management.

HCR 220 ...................................................................................3 credits

Claims Preparation I: Clean Bills of Health

Medical records processing revolves around insurance and reimbursement. This course focuses on the background, knowledge and skills related to basic billing duties, HIPAA regulations, patient encounters, and the preparation, compliance, and transmission of claims. Students are introduced to the history, current state and future direction of the major diagnostic and procedural coding systems.

HCR 230 ...................................................................................3 credits

Claims Preparation II: Footing the Bills

This course continues medical records processing instruction. Topics focus on the background, knowledge and skills related to private payers, Medicare, Medicaid, Tricare, Champva, workers compensation and disability. Claims processing includes payments, appeals, and secondary claims; patient billing and collections; hospital billing and reimbursement.

HCR 240 ...................................................................................3 credits

Computerizing Medical Data: The Paper Chase Goes Techno

This medical records capstone course enables students to develop career skills in computerizing data through application of a software program widely used in health care. While popular for medical billing and collections, MedisoftTM also applies to managing patients’ health care information, scheduling, correspondence, and a variety of reports. This course requires a PC with Windows 2000® or Windows XP® operating system.

COM 150 ...................................................................................3 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay.
Please contact your enrollment advisor for more information.

rates if the program is available via the Online modality in their state.
to consider completing certain courses in the Online classroom at Online

Associate of Arts/Concentration in Health Care Administration/Health and Wellness Administration (A Track and B)

Note: This is not a nursing program nor will the courses included in this program fully prepare a student to enter a nursing program.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
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<td>HCA 210</td>
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<td>3 credits</td>
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<td>Fundamentals of Information Systems for Health Care</td>
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<tr>
<td>HCR 210</td>
<td>Patient Records: Keeping it Real</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the AAHCA/HWA

- 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are 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/HWA

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits
University of Phoenix math courses must be MAT 116 or higher to satisfy requirement.

Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)

The HCIS 245 course requirement cannot be satisfied with transfer credit.

Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)
Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. 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.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for AAHCA/HWA

The degree requirements for this program are the following:

• Completion of a minimum of 60 credits.
• 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.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts.

Academic Progression Requirements for the AAHCA/HWA

• 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.
• All 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, HUM 111, HCA 210, HCIS 245 AND HCA 260 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,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• 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.

Additional Residency Requirements and Course Waivers for the AAHCA/HWA

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.

Course Descriptions for the AAHCA/HWA

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.

HCIS 245 .................................................................................. 3 credits

Fundamentals of Information Systems for Health Care
This course introduces the fundamentals of computer systems and the role of information processing in today’s health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, the Internet, and how these resources are applied in the health care industry.

HCA 260 .................................................................................. 3 credits

Health Care’s Law and Ethics Environment
This course is designed as an introduction to the laws and ethics of providing health care services. The course is also intended to famil-
iarize the student with state and federal health regulation. Since ethics and laws are both dynamic, emphasis is placed on discussing some of the dramatic changes in health care delivery, such as managed care, patient self-determination, medical record keeping, and various laws that impact health care employment.

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.

COM 220 ................................................................. 3 credits

Research Writing

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 ................................................................. 3 credits

Cultural Diversity

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ................................................................. 3 credits

Critical Thinking

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ................................................................. 3 credits

Skills for Learning in an Information Age

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Emphasis in Health Care Administration/Health and Wellness Administration (Maryland-Online)

The following Associate of Arts/Emphasis in Health Care Administration/Health and Wellness Administration (AAHCA/HWA) program may be offered at these University of Phoenix campus locations: Online, depending on the state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree in Health Care Administration with an emphasis in Health and Wellness Administration lays a foundation for further study of the health care industry at the undergraduate level. Concepts such as an introduction to health care delivery, communication skills, medical terminology, health care information systems, the regulatory environment, and patient records will be discussed. Students that complete this program will obtain the knowledge and skills necessary to work in an entry level component of the health and wellness 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/aahca.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Note: This is not a nursing program nor will the courses included in this program fully prepare a student to enter a nursing program.

Emphasis in Health Care Administration/Health and Wellness Administration - Track A and B

HCA 210 ~ ................................................................. 3 credits

Introduction to Health Care: Riding the Fourth Wave

HCA 220 ~ ................................................................. 3 credits

The Language of Health Care

HCA 230 ~ ................................................................. 3 credits

Communication Skills for Health Care Professionals

HCIS 245 ~ ............................................................... 3 credits

Fundamentals of Information Systems for Health Care

HCA 260 ~ ................................................................. 3 credits

Health Care's Law and Ethics Environment

HCR 210 ~ ................................................................. 3 credits

Patient Records: Keeping it Real

The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAHCA/HWA

- 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

General Education Requirements for the AAHCA/HWA

- Communication Arts Requirement 6 credits
  (A Track must include: COM 150 and COM 220)
  (B Track must include: COM 155 and COM 156)
- Mathematics Requirement 6 credits
  University of Phoenix math courses must be MAT 116 or higher to satisfy requirement.
- Science & Technology Requirement 6 credits
  (A Track must include: 3 credits in the physical or biological sciences)
  (B Track must include: SCI 162)
- The HCIS 245 course requirement cannot be satisfied with transfer credit.

Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)
Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. 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.

Students who lack 6.67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for AAHCA/HWA

The degree requirements for this program are the following:

• Completion of a minimum of 60 credits.
• 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.
• Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts.

Academic Progression Requirements for the AAHCA/HWA

• 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.
• All FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
• With the exception of GEN 105, US 101, FP 101, HUM 111, HCA 210, HCIS 245 AND HCA 260 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,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• 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.

Additional Residency Requirements and Course Waivers for the AAHCA/HWA

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.

Course Descriptions for the AAHCA/HWA

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 the foundational knowledge and 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 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.
HCIS 245...................................................................................3 credits
Fundamentals of Information Systems for Health Care
This course introduces the fundamentals of computer systems and the role of information processing in today’s health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, the Internet, and how these resources are applied in the health care industry.
HCA 260...................................................................................3 credits
Health Care’s Law and Ethics Environment
This course is designed as an introduction to the laws and ethics of providing health care services. The course is also intended to famil-
The following Associate of Arts/Concentration in Health Care Administration/Electronic Health Records (A AHCA-EHR) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state.

Please contact your enrollment advisor for more information.

The Associate of Arts Degree in Health Care Administration with a concentration in Electronic Health Records lays a foundation for further study of the health care industry at the undergraduate level. Courses focus on the introduction of health care delivery, medical terminology, health care information systems fundamentals, data management, and health care ethics and compliance. Students will also use electronic health record-keeping software that synthesizes a variety of records processes common in health care facilities. The concepts learned in this program align to national electronic health record specialist certification exam content. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aahca.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Note: This is not a nursing program nor will the courses included in this program fully prepare a student to enter a nursing program.

### Concentration in Health Care Administration/Electronic Health Records - Track A and B

**HCA 210 ~** 3 credits
Introduction to Health Care: Riding the Fourth Wave

**HCA 220 ~** 3 credits
The Language of Health Care

**HCA 240 ~** 3 credits
Health & Diseases: Understanding Pathos of Pathology

**HCIS 255 ~** 3 credits
Structure and Design of Electronic Health Records

**HCIS 265 ~** 3 credits
Medical Health Information

**HCIS 275 ~** 3 credits
Practical Application of Electronic Health Records

The University reserves the right to modify the required course of study.

### Additional Admission Requirements for AAHCA/EHR

- 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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/EHR

Communication Arts Requirement 6 credits
Degree Requirements for AAHCA/EHR

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- 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.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

Academic Progression Requirements for the AAHCA/EHR

- 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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- 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.

Additional Residency Requirements and Course Waivers for the AAHCA/EHR

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.

Course Descriptions for the AAHCA/EHR

Introduction to Health Care: Riding the Fourth Wave
3 credits
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.

The Language of Health Care
3 credits
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.

Health & Diseases: Understanding Pathos of Pathology
3 credits
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.

Structure and Design of Electronic Health Records
3 credits
Students will learn about the evolving function and use of technology to support the documentation of vital health information con-
tained in a patient’s medical history. This course will introduce students to the general software applications, insurance and coding information, and regulatory compliance requirements.

HCIS 265 3 credits

Medical Health Information
This course focuses on the documentation of medical data and how managing data can be vital to the treatment and care of individuals in the health care system. Students will examine development, forms, routing, filing, and storage of patient’s records in a variety of health care settings. Students will also review issues related to quality and data management, as well as privacy and security compliance.

HCIS 275 3 credits

Practical Application of Electronic Health Records
Students in the capstone course will use case studies and an electronic health record (EHR) software application to develop foundational skills related to data charting, usage, and application.

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.

HCIS 245 3 credits

Fundamentals of Information Systems for Health Care
This course introduces the fundamentals of computer systems and the role of information processing in today’s health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, the Internet, and how these resources are applied in the health care industry.

ETH 125 3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media—including television, Internet, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Emphasis in Health Care Administration/Electronic Health Records (Maryland-On line)

The following Associate of Arts/Emphasis in Health Care Administration/Electronic Health Records (AAHCA-EHR) program may be offered at these University of Phoenix campus locations: Online, depending on the state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree in Health Care Administration with emphasis in Electronic Health Records lays a foundation for further study of the health care industry at the undergraduate level. Courses focus on the introduction of health care delivery, medical terminology, health care information systems fundamentals, data management, and health care ethics and compliance. Students will also use electronic health record-keeping software that synthesizes a variety of records processes common in health care facilities. The concepts learned in this program align to national electronic health record specialist certification exam content.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aahca.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Note: This is not a nursing program nor will the courses included in this program fulfill a student to enter a nursing program.

Emphasis in Health Care Administration/Electronic Health Records - Track A and B

HCA 210 ~ 3 credits

Introduction to Health Care: Riding the Fourth Wave

HCA 220 ~ 3 credits

The Language of Health Care

HCA 240 ~ 3 credits

Health & Diseases: Understanding Pathos of Pathology

HCIS 255 ~ 3 credits

Structure and Design of Electronic Health Records

HCIS 265 ~ 3 credits

Medical Health Information

HCIS 275 ~ 3 credits

Practical Application of Electronic Health Records

The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAHCA/EHR

• 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
General Education Requirements for the AAHCA/EHR
Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
University of Phoenix math courses must be MAT 116 or higher to satisfy requirement.
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
Must include: HCIS 245. Students must complete HCA 210, HCA 220, and HCA 240 before enrolling in HCIS 245. The HCIS 245 course requirement cannot be satisfied with transfer credit.
Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)
Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)
All undergraduate students are required to complete the minimum general education credits required by their program version. Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education total. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for AAHCA/EHR
The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.
• 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.
• Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

Academic Progression Requirements for the AAHCA/EHR
• 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.
• All FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment,
  • National Testing Programs, and
  • ACE evaluated Military credits.
  The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• 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.

Additional Residency Requirements and Course Waivers for the AAHCA/EHR
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.

Course Descriptions for the AAHCA/EHR
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 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.
HCIS 255                                                                                       3 credits

Structure and Design of Electronic Health Records
Students will learn about the evolving function and use of technology to support the documentation of vital health information contained in a patient’s medical history. This course will introduce students to the general software applications, insurance and coding information, and regulatory compliance requirements.

HCIS 265                                                                                       3 credits

Medical Health Information
This course focuses on the documentation of medical data and how managing data can be vital to the treatment and care of individuals in the health care system. Students will examine development, forms, routing, filing, and storage of patient’s records in a variety of health care settings. Students will also review issues related to quality and data management, as well as privacy and security compliance.

HCIS 275                                                                                       3 credits

Practical Application of Electronic Health Records
Students in the capstone course will use case studies and an electronic health record (EHR) software application to develop foundational skills related to data charting, usage, and application.

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.

HCIS 245                                                                                       3 credits

Fundamentals of Information Systems for Health Care
This course introduces the fundamentals of computer systems and the role of information processing in today’s health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, the Internet, and how these resources are applied in the health care industry.

ETH 125                                                                                       3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205                                                                                       3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media—including television, Internet, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105                                                                                       3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

The Associate of Arts 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 II: Footing the Bills

HCR 230 ~ ............................................................................... 3 credits
Claims Preparation II: Footing the Bills

The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAhCA/MR

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AAHCA/MR for
Arkansas Students
Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Students who reside in Arkansas are required to complete MAT 220
College Algebra. The MAT 220 requirement may be satisfied with College
Algebra transfer coursework or math transfer coursework requiring
College Algebra as a prerequisite.
Must include: MAT 219 and MAT 220
Science & Technology Requirement 9 credits
(B Track must include: SCI 162)
Must include: HCR 240
Must include a minimum of 6 credits in lab science.
The lab science 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: UIS 101 and FP 101)
All undergraduate students are required to complete the minimum
general education credits required by their program version.
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.
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 edu-
cation credits required for their program.
Degree Requirements for the AAHCA/MR
The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.
• 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.
• Concentrations are reflected on the transcript only and will not
appear on the diploma. The diploma awarded for this program
will read as:
Associate of Arts
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.
• All 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,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must
be comparable in content to the university course it is
replacing, must be at least a 2.67 credit course, and must be
an equivalent level or higher level course.
• 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.

Minnesota Students
General Education Requirements for the AAHCA/MR for
Minnesotans
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: UIS 101 and FP 101)
All undergraduate students are required to complete the minimum
general education credits required by their program version.
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.
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 edu-
cation credits required for their program.
Degree Requirements for the AAHCA/MR
The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.
• 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.
• Concentrations are reflected on the transcript only and will not
appear on the diploma. The diploma awarded for this program
will read as:
Associate of Arts
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.
• All 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,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must
be comparable in content to the university course it is
replacing, must be at least a 2.67 credit course, and must be
an equivalent level or higher level course.
• 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.

Additional Residency Requirements and Course Waivers for the AAHCA/MR

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.

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, Champa, workers compensation and disability. Claims processing includes payments, appeals, and secondary claims; patient billing and collections; hospital billing and reimbursement.

COM 150 .................................................................................. 3 credits

Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 .................................................................................. 3 credits

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

MAT 219 .................................................................................. 3 credits

Introduction to College Algebra
This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 220 .................................................................................. 3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

BIO 100 .................................................................................. 4 credits

Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 .................................................................................. 3 credits

Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 135 .................................................................................. 3 credits
The American Experience Since 1945

This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.

ETH 125 ........................................................................................... 3 credits

Cultural Diversity

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 .......................................................................................... 3 credits

Critical Thinking

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media — including television, Internet, and print — to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ........................................................................................... 3 credits

Skills for Learning in an Information Age

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

The following Associate of Arts/Foundations in Health Care Administration (AAFHCA) program may be offered at the University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand. For more information and other important information, please visit our website at http://www.phoenix.edu/programs.

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.

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.

Foundations in Health Care Administration - Track A and B

HCA 210 ~ ................................................................................... 3 credits
Introduction to Health Care: Riding the Fourth Wave
HCA 220 ~ ................................................................................... 3 credits
The Language of Health Care
HCA 230 ~ ................................................................................... 3 credits
Communication Skills for Health Care Professionals
HCA 240 ~ ................................................................................... 3 credits
Health & Diseases: Understanding Pathos of Pathology
HCA 270 ~ ................................................................................... 3 credits
Financial Matters for Health Care Professionals

The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAFHCA

• 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 AAFHCA

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)

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.
All undergraduate students are required to complete the minimum general education credits required by their program version. 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. 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 who reside in Arkansas are required to complete a minimum of 6 credits in Lab Sciences. Students who complete BIO 100 to fulfill the requirement may be required to complete more than 60 credits to fulfill all requirements for the degree program.

General Education Requirements for the AAFHCA 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: GEN 105)
(B 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)

All undergraduate students are required to complete the minimum general education credits required by their program version. 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. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for the AAFHCA

The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.
• 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.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts

Academic Progression Requirements for the AAFHCA

• 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.
• All 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,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• 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.

Additional Residency Requirements and Course Waivers for the AAFHCA

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.

Course Descriptions for the AAFHCA

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 270 ................................................................................... 3 credits

Financial Matters for Health Care Professionals
This course is designed as an introduction to the terminology, processes, functions, and financial reports commonly encountered in health care operations. This course introduces the concepts of basic managerial financial functions, such as budgeting, reimbursement methods, and the responsibilities of health care financial management.

COM 150 ................................................................................. 3 credits

Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ................................................................................... 3 credits

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

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/Foundation in Health Care Administration/Medical Records (Minnesota/Arkansas)

The following Associate of Arts/Foundation in Health Care Administration/Medical Records (AAFHCA/MR) program may be offered at these University of Phoenix campuses: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree Foundations in Health Care Administration with a concentration in Medical Records provides an introductory curriculum framework in this field of study. Courses focus on medical terminology, patient information management, and medical claims processing. In addition, the use of software instruction allows students to explore the application of theory to practice.

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.

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.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Note: Associate of Arts/Foundation in 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.

Foundations 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 AAFHCA/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 AAFHCA/MR for Arkansas Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits
Students who reside in Arkansas are required to complete MAT 220
College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.
Must include: MAT 219 and MAT 220

Science & Technology Requirement 9 credits
(B Track must include: SCI 162)
Must include a minimum of 6 credits in lab science.
Must include: HCR 240

The lab science requirement 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)

All undergraduate students are required to complete the minimum general education credits required by their program version. 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.

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 who reside in Arkansas are required to complete a minimum of 6 credits in Lab Sciences. Students who complete BIO 100 to fulfill the requirement may be required to complete more than 60 credits to fulfill all requirements for the degree program.

General Education Requirements for the AAFHCA/MR for Minnesota Students

Communication Arts Requirement 6 credits

University of Phoenix, 2013-2014

COLLEGE OF HEALTH SCIENCES AND NURSING
All FYS requirements must be satisfied prior to enrolling in any course from the First-Year Sequence to satisfy General Education or Elective requirements.

Students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence. 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. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for the AAFHCA/MR

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- 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.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Associate of Arts.

Academic Progression Requirements for the AAFHCA/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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.

- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.

Additional Residency Requirements and Course Waivers for the AAFHCA/MR

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.

Course Descriptions for the AAFHCA/MR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCA 220</td>
<td>The Language of Health Care</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCR 210</td>
<td>Health &amp; Diseases: Understanding Pathos of Pathology</td>
<td>3 credits</td>
</tr>
<tr>
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</tr>
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</tbody>
</table>

Additional Residency Requirements and Course Waivers for the AAFHCA/MR

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.
Introduction to College Algebra
This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

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.

Central nervous system (CNS) impairment
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.

Computerizing Med Data: 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 information, scheduling, correspondence, and a variety of reports. This course requires a PC with Windows 2000 or Windows XP operating system.

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.

HCR 230 .................................................................................. 3 credits
Claims Preparation II: Footing the Bills
This course continues medical records processing instruction. Topics focus on the background, knowledge and skills related to private payers, Medicare, Medicaid, Tricare, Champva, workers compensation and disability. Claims processing includes payments, appeals, and secondary claims; patient billing and collections; hospital billing and reimbursement.

COM 150 ................................................................................. 3 credits
Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ................................................................................. 3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

HCR 240 .................................................................................. 3 credits
Computerizing Med Data: 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 information, scheduling, correspondence, and a variety of reports. This course requires a PC with Windows 2000 or Windows XP operating system.

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
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/Electronic Health Records (Minnesota/Arkansas)**

The following Associate of Arts/Concentration in Health Care Administration/Electronic Health Records (AAHCA/EHR) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree in Health Care Administration with emphasis in Electronic Health Records lays a foundation for further study of the health care industry at the undergraduate level. Courses focus on the introduction of health care delivery, medical terminology, health care information systems fundamentals, data management, and health care ethics and compliance. Students will also use electronic health record-keeping software that synthesizes a variety of records processes common in health care facilities. The concepts learned in this program align to national electronic health record specialist certification exam content.

For students residing in Arkansas: For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aahca-ar.

For students residing in Minnesota: For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aahca-mn.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Note:** This is not a nursing program nor will the courses included in this program fully prepare a student to enter a nursing program.

**Concentration in Health Care Administration/Electronic Health Records - 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
- **HCIS 255 ~ Structure and Design of Electronic Health Records** 3 credits
- **HCIS 265 ~ Medical Health Information** 3 credits

**Structure and Design of Electronic Health Records**

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for AAHCA/EHR**

- 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/EHR 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 a minimum of 6 credits in lab science.

- **Humanities Requirement 9 credits**
  - (A Track must include: CRT 205)
  - (B Track must include: HUM 111)

- **Social Science Requirement 9 credits**
  - (A Track must include: ETH 125)
  - (B Track must include: PSY 201 and ETH 125)
  - Must include: HIS 135

- **Arts Requirement 9 credits**
  - (A Track must include: GEN 105)
  - (B Track must include: SCI 162)

- **Humanities Requirement 9 credits**
  - (A Track must include: HUM 111)
  - (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)

- **Arts Requirement 9 credits**
  - (A Track must include: GEN 105)
  - (B Track must include: SCI 162)

- **Humanities Requirement 9 credits**
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- **Arts Requirement 9 credits**
  - (A Track must include: GEN 105)
  - (B Track must include: SCI 162)

- **Humanities Requirement 9 credits**
  - (A Track must include: HUM 111)
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  - (B Track must include: PSY 201 and ETH 125)

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  - (A Track must include: ETH 125)
  - (B Track must include: PSY 201 and ETH 125)

- **Arts Requirement 9 credits**
  - (A Track must include: GEN 105)
  - (B Track must include: SCI 162)

- **Humanities Requirement 9 credits**
  - (A Track must include: HUM 111)
  - (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)

- **Arts Requirement 9 credits**
  - (A Track must include: GEN 105)
  - (B Track must include: SCI 162)

- **Humanities Requirement 9 credits**
  - (A Track must include: HUM 111)
  - (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)

- **Arts Requirement 9 credits**
  - (A Track must include: GEN 105)
  - (B Track must include: SCI 162)

- **Humanities Requirement 9 credits**
  - (A Track must include: HUM 111)
  - (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)

- **Arts Requirement 9 credits**
  - (A Track must include: GEN 105)
  - (B Track must include: SCI 162)

- **Humanities Requirement 9 credits**
  - (A Track must include: HUM 111)
  - (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)

- **Arts Requirement 9 credits**
  - (A Track must include: GEN 105)
  - (B Track must include: SCI 162)

- **Humanities Requirement 9 credits**
  - (A Track must include: HUM 111)
  - (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)

- **Arts Requirement 9 credits**
  - (A Track must include: GEN 105)
  - (B Track must include: SCI 162)

- **Humanities Requirement 9 credits**
  - (A Track must include: HUM 111)
  - (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)

- **Arts Requirement 9 credits**
  - (A Track must include: GEN 105)
  - (B Track must include: SCI 162)

- **Humanities Requirement 9 credits**
  - (A Track must include: HUM 111)
  - (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)

- **Arts Requirement 9 credits**
  - (A Track must include: GEN 105)
  - (B Track must include: SCI 162)
University of Phoenix math courses must be MAT 116 or higher to satisfy requirement.

Science & Technology Requirement 9 credits
(B Track must include: SCI 162)
Must include: HCIS 275. Students must complete all concentration courses before enrolling in HCIS 275.

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)

All undergraduate students are required to complete the minimum general education credits required by their program version. 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.

Students who lack 67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for the AAHCA/EHR

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- 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.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

  Associate of Arts

Academic Progression Requirements for the AAHCA/EHR

- 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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.

- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- 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.

Additional Residency Requirements and Course Waivers for the AAHCA/EHR

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.

Course Descriptions for the AAHCA/EHR

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 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.

HCIS 255 .................................................................................. 3 credits
Structure and Design of Electronic Health Records
Students will learn about the evolving function and use of technology to support the documentation of vital health information contained in a patient’s medical history. This course will introduce students to the general software applications, insurance and coding information, and regulatory compliance requirements.
Medical Health Information
This course focuses on the documentation of medical data and how managing data can be vital to the treatment and care of individuals in the health care system. Students will examine development, forms, routing, filing, and storage of patient’s records in a variety of health care settings. Students will also review issues related to quality and data management, as well as privacy and security compliance.
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 concep-
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 an emphasis that is designed to expand their professional opportunities.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**BSHA Foundation Courses**

- GEN 200 ........................................................................... 3 credits
- Foundations for General Education and Professional Success
- HCS 212 ~ ........................................................................ 3 credits
- Health Care Vocabulary
- HCS 235 ~ ................................................................. 3 credits
- Health Care Delivery in the United States
- HCS 245 ~ ................................................................. 3 credits
- Introduction to Health and Disease

**BSHA Required Course of Study**

- HCS 320 ~ ................................................................. 3 credits
- Health Care Communication Strategies
- HCS 325 ~ ................................................................. 3 credits
- Health Care Management
- HCS 335 ~ ................................................................. 3 credits
- Health Care Ethics and Social Responsibility
- HCS 341 ~ ................................................................. 3 credits
- Human Resources in Health Care
- HCS 483 ~ ................................................................. 3 credits
- Health Care Information Systems
- HCS 490 ~ ................................................................. 3 credits
- Health Care Consumer - Trends and Marketing
- HCS 405 ~ ................................................................. 3 credits
- Health Care Financial Accounting
- HCS 440 ~ ................................................................. 3 credits
- Economics: The Financing of Health Care
- HCS 465 ~ ................................................................. 3 credits
- Health Care Research Utilization
- HCS 451 ~ ................................................................. 3 credits
- Health Care Quality Management and Outcome Analysis

Students must select one emphasis in a particular area of study at the time of enrollment. Students may complete an additional emphasis. Please contact your academic representative for more information.

**Emphasis in Health Management**

This emphasis is designed to expand the students' health care management focus. Courses will include content in leadership theory, the legal and regulatory aspects in health care, facility planning, community health as well as an introduction to health care policy.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha-hm.

- HCS 457 ~ ................................................................. 3 credits
- Public and Community Health
- HCS 430 ~ ................................................................. 3 credits
- Legal Issues in Health Care: Regulation and Compliance
- HCS 475 ~ ................................................................. 3 credits
- Leadership and Performance Development
- HCS 455 ~ ................................................................. 3 credits
- Health Care Policy: The Past and the Future
- HCS 446 ~ ................................................................. 3 credits
- Facility Planning
- HCS 449 ~ ................................................................. 3 credits
- Health Administration Capstone

**Emphasis in Emergency Management**

This emphasis is designed for EMTs, First Responders, Firefighters, or any other emergency personnel that want to expand their knowledge and skills related to emergency management. Focus will be on principles of emergency management, managing emergency response operations, and planning and preparedness of emergency situations.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha-em.

- EMC 310 ~ ................................................................. 3 credits
- Principles of Emergency Management
- EMC 330 ~ ................................................................. 3 credits
- Political and Policy Issues for Emergency Management
- EMC 340 ~ ................................................................. 3 credits
- Emergency Services and the Community
- EMC 350 ~ ................................................................. 3 credits
- Managing Emergency Response Operations
- EMC 320 ~ ................................................................. 3 credits
- Emergency Preparedness and Planning
- HCS 449 ~ ................................................................. 3 credits
- Health Administration Capstone

**Emphasis in Long Term Care**

This emphasis is designed to increase skills that are essential when working with various populations requiring long-term care. Courses will focus on aging, legal issues and perspective, gerontology programs and services, as well as alternative living environments for this population.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha-ltc.
Emphasis in Health Information Systems

This emphasis 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.

HCS 410 ~ .................................................................3 credits
Dimensions of Health and the Older Adult

LTC 310 ~ .................................................................3 credits
Social and Community Related Programs and Services

HCS 437 ~ .................................................................3 credits
Long-term Care Administration

LTC 315 ~ .................................................................3 credits
Alternative Living Environments

LTC 328 ~ .................................................................3 credits
Legal Perspectives in Aging

HCS 449 ~ .................................................................3 credits
Health Administration Capstone

**Emphasis in Health Information Systems**

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 48 upper division credits
  - A minimum of 54 credits of the 120 must be in the general education areas approved by the University.

- A minimum program grade point average (GPA) of 2.0.

- Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.

- Students will declare an emphasis at the time of enrollment.

- Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Bachelor of Science in Health Administration

**General Education Requirements for the BSHA**

All students must complete a minimum of 54 credits in the following areas as a part of their minimum 120 credit degree requirement.

- Communication Arts Requirement(s): 6 credits
- Mathematics Requirement(s): 6 credits
- Science & Technology Requirement(s): 6 credits

**Must include at least 3 credits in the physical or biological sciences**

- Humanities Requirement(s): 6 credits
- Social Science Requirement(s): 6 credits
- Additional Liberal Arts Requirement(s): 6 credits
- Interdisciplinary Requirement(s): 18 credits

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

**Academic Progression Requirements for the BSHA**

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis courses.

- GEN 195 will be required as the first course in the First-Year Sequence.

- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.

  The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.

- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.

- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
• A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
• 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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the BSHA

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.

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 ensuring 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 introduce core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 .................................................................3 credits

Skills for Professional Development

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

MTH 220 ........................................................................3 credits

College Algebra

This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

CHM 110 ........................................................................3 credits

Introductory Chemistry

This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101 ........................................................................3 credits

Fundamentals of Physics

This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton’s laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145 ........................................................................3 credits

The American Experience Since 1945

This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215 ........................................................................3 credits

State and Local Political Processes

This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

Course Descriptions for the Emphasis in Health Management

HCS 457 ........................................................................3 credits

Public and Community Health

This course provides health care students with an introduction to
the development of the public health system and through the epidemiological model students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.

HCS 430 ................................................................................... 3 credits

**Legal Issues in Health Care: Regulation and Compliance**
This course covers the broad range of topics affected by health law and regulation, ranging from patient rights to corporate responsibilities. Public and private health care regulatory agencies are examined as well their impact on the operation of health care as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.

HCS 475 ................................................................................... 3 credits

**Leadership and Performance Development**
This course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leader’s role in the change process as well as examining and analyzing effective performance indicators for staff and organizational goals.

HCS 455 ................................................................................... 3 credits

**Healthcare Policy: The Past and the Future**
This course will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policymaking will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.

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 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 Emphasis in Emergency Management**

EMC 310 ................................................................................... 3 credits

**Principles of Emergency Management**
This course will explore the history and evolution of emergency management as well as roles of local, state, regional and national agencies. Topics include roles and organizations comprising 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 affecting 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 Emphasis in Long Term Care**

HCS 433 ................................................................................... 3 credits

**Dimensions of Health and the Older Adult**
Basic principles and concepts of the aging process; includes the physical, social, emotional, and mental components of health. Benefits of health promotion and preventive action for the aging are also explored.

LTC 310 ................................................................................... 3 credits

**Social and Community Related Programs and Services**
This course provides an overview of programs and policies related to our rapidly expanding aging population. Services designed to enable the older adult to support their health and economic well being as well as support for their families will be examined. Issues and trends related to areas such as social and community services,
economic issues, and attention to the growing needs of the aging population with special needs will be included.
HCS 437.................................................................3 credits

Long-term Care Administration
This course examines the organization and management of long-term care and assisted living facilities. The impacts of state and federal regulation are analyzed, as well as issues surrounding funding services are discussed. Students will examine the health services needed for current and future populations needing long term care.
LTC 315.................................................................3 credits

Alternative Living Environments
This course focuses on the various formats of care and living environments for the older adult. The cultural and socioeconomic demographics of our current aging population provide different expectations and needs from previous generations. With the changing needs of this population and their families, students will focus on understanding the multidisciplinary continuum of factors to be considered when determining the living and care options available.
LTC 328.................................................................3 credits

Legal Perspectives in Aging
This course will look at the diverse legal issues related to today’s older adult. Topics will include age discrimination, advocacy and autonomy, elder and fraud abuse, major life transitions, and end of life decision making.
HCS 449.................................................................3 credits

Health Administration Capstone
Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

Course Descriptions for the Emphasis in Health Information Systems
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 scope, estimating, budgeting, scheduling, tracking and controlling.
DBM 381.................................................................3 credits

Database Concepts
This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.
NTC 361.................................................................3 credits

Network and Telecommunications Concepts
This course provides an overview of telecommunication systems in a business environment. Topics covered include voice communications, standards, transmission, networks, and internetworking.
BSA 376.................................................................3 credits

Systems Analysis and Design
This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.
HCS 420.................................................................3 credits

Information Systems Risk Management in Health Care
This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of health care information systems. This course will survey remedies and prevention techniques available to address risk and security management. Health care organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer based information systems.
HCS 449.................................................................3 credits

Health Administration Capstone
Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

The Bachelor of Science in Health Administration (BSHA) Program
The following Bachelor of Science in Health Administration (BSHA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that provides the graduate with the foundational knowledge needed to enter today’s challenging health industry. The BSHA curriculum focuses on the basic body of knowledge, understanding, and skills identified as relevant to an ever expanding and diverse health care arena.

Coursework includes content in some of the following areas: management, finance, legal and ethical parameters, human resources, and information systems. Upon completion of the core curriculum healthcare students have the opportunity to select a concentration that is designed to expand their professional opportunities. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

BSHA Foundation Courses
GEN 200.................................................................3 credits

Foundations for General Education and Professional Success
HCS 212 ~ ..........................................................3 credits
Health Care Vocabulary
HCS 235 ~ ........................................................... 3 credits
Health Care Delivery in the United States
HCS 245 ~ ........................................................... 3 credits
Introduction to Health and Disease
BSHA Required Course of Study
HCS 320 ~ ........................................................... 3 credits
Health Care Communication Strategies
HCS 325 ~ ........................................................... 3 credits
Health Care Management
HCS 335 ~ ........................................................... 3 credits
Health Care Ethics and Social Responsibility
HCS 341 ~ ........................................................... 3 credits
Human Resources in Health Care
HCS 483 ~ ........................................................... 3 credits
Health Care Information Systems
HCS 490 ~ ........................................................... 3 credits
Health Care Consumer - Trends and Marketing
HCS 405 ~ ........................................................... 3 credits
Health Care Financial Accounting
HCS 440 ~ ........................................................... 3 credits
Economics: The Financing of Health Care
HCS 465 ~ ........................................................... 3 credits
Health Care Research Utilization
HCS 451 ~ ........................................................... 3 credits
Health Care Quality Management and Outcome Analysis
Students must select one concentration in a particular area of study at the time of enrollment.
Students may complete an additional concentration. Please contact your academic representative for more information.

Concentration in Health Management
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha-hm.
HCS 457 ~ ........................................................... 3 credits
Public and Community Health
HCS 430 ~ ........................................................... 3 credits
Legal Issues in Health Care: Regulation and Compliance
HCS 475 ~ ........................................................... 3 credits
Leadership and Performance Development
HCS 455 ~ ........................................................... 3 credits
Health Care Policy: The Past and the Future
HCS 446 ~ ........................................................... 3 credits
Facility Planning
HCS 449 ~ ........................................................... 3 credits
Health Administration Capstone

Concentration in Emergency Management
This concentration is designed for EMTs, First Responders, Firefighters, or any other emergency personnel that want to expand their knowledge and skills related to emergency management. Focus will be on principles of emergency management, managing emergency response operations, and planning and preparedness of emergency situations.
EMC 310 ~ ........................................................... 3 credits
Principles of Emergency Management
EMC 330 ~ ........................................................... 3 credits
Political and Policy Issues for Emergency Management
EMC 340 ~ ........................................................... 3 credits
Emergency Services and the Community
EMC 350 ~ ........................................................... 3 credits
Managing Emergency Response Operations
EMC 320 ~ ........................................................... 3 credits
Emergency Preparedness and Planning
HCS 449 ~ ........................................................... 3 credits
Health Administration Capstone

Concentration in Long Term Care
This concentration is designed to increase skills that are essential when working with various populations requiring long-term care. Courses will focus on aging, legal issues and perspective, gerontology programs and services, as well as alternative living environments for this population.
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha-ltc.
HCS 433 ~ ........................................................... 3 credits
Dimensions of Health and the Older Adult
LTC 310 ~ ........................................................... 3 credits
Social and Community Related Programs and Services
HCS 437 ~ ........................................................... 3 credits
Long-Term Care Administration
LTC 315 ~ ........................................................... 3 credits
Alternative Living Environments
LTC 328 ~ ........................................................... 3 credits
Legal Perspectives in Aging
HCS 449 ~ ........................................................... 3 credits
Health Administration Capstone

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
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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must be currently employed or have access to a work environment.
- Applicants to the Emergency Management concentration (BSHA/EM) must be currently employed or have prior employment experience in an Emergency Management position such as Emergency Medical Technician (EMT), First Responder, firefighter, or other emergency personnel.

**Degree Requirements for the BSHA**
- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 48 upper division credits
  - A minimum of 54 credits of the 120 must be in the general education areas approved by the University.
  - 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.
  - Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
    - Bachelor of Science in Health Administration

**General Education Requirements for the BSHA**
All students must complete a minimum of 54 credits in the following areas as a part of their minimum 120 credit degree requirement.
- Communication Arts Requirement(s): 6 credits
- Mathematics Requirement(s): 6 credits
- Science & Technology Requirement(s): 6 credits
- Humanities Requirement(s): 6 credits
- Social Science Requirement(s): 6 credits
- Additional Liberal Arts Requirement(s): 6 credits
- Interdisciplinary Requirement(s): 18 credits

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**General Education Requirements for the BSHA for Arkansas Students**

**Additional Liberal Arts Requirement(s): 6 credits**
- Interdisciplinary Requirement(s): 18 credits

**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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.

**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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must be currently employed or have access to a work environment.
- Applicants to the Emergency Management concentration (BSHA/EM) must be currently employed or have prior employment experience in an Emergency Management position such as Emergency Medical Technician (EMT), First Responder, firefighter, or other emergency personnel.

**Degree Requirements for the BSHA**
- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 48 upper division credits
  - A minimum of 54 credits of the 120 must be in the general education areas approved by the University.
  - 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.
  - Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
    - Bachelor of Science in Health Administration

**General Education Requirements for the BSHA**
All students must complete a minimum of 54 credits in the following areas as a part of their minimum 120 credit degree requirement.
- Communication Arts Requirement(s): 6 credits
- Mathematics Requirement(s): 6 credits
- Science & Technology Requirement(s): 6 credits
- Humanities Requirement(s): 6 credits
- Social Science Requirement(s): 6 credits
- Additional Liberal Arts Requirement(s): 6 credits
- Interdisciplinary Requirement(s): 18 credits

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**General Education Requirements for the BSHA for Arkansas Students**

**Additional Liberal Arts Requirement(s): 6 credits**
- Interdisciplinary Requirement(s): 18 credits

**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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
• A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
• 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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the BSHA

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.

The following courses in the required course of study may not be waived: GEN 200, HCS 449

Course Descriptions for the BSHA

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.
HCS 212: 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 225: 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: 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: 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: 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: Human Resources in Health Care
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: Health Care Ethics and Social Responsibility
This course explores 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 483: Health Care Information Systems
This 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: Human Resources in Health Care

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 fundamnetals 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 449 ................................................................................... 3 credits

Public and Community Health
This course provides health care students with an introduction to the development of the public health system and through the epidemiological model students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.

HCS 455 ................................................................................... 3 credits

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 446 ................................................................................... 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 430 ................................................................................... 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 444 ................................................................................... 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 effecting emergency operations will be studied.

EMC 340................................................................................... 3 credits

Emergency Services and the Community
This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparation programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.

EMC 350................................................................................... 3 credits

Managing Emergency Response Operations
This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, 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.

EMC 344 ................................................................................... 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.

**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 support the older adult to their support 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.

**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.

**Alternative Living Environments**

This course focuses on the various formats of care and living environments for the older adult. The cultural and socioeconomic demographics of our current aging population provide different expectations and needs from previous generations. With the changing needs of this population and their families, students will focus on understanding the multidisciplinary continuum of factors to be considered when determining the living and care options available.

**Legal Perspectives in Aging**

This course will look at the diverse legal issues related to today’s older adult. Topics will include age discrimination, advocacy and autonomy, elder and fraud abuse, major life transitions, and end of life decision making.

**Health Administration Capstone**

Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

**Course Descriptions for the Concentration in Health Information Systems**

**HCIS 410**.................................................................3 credits

**Project Planning and Implementation in Health Care**

This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of health care information technology. This course uses real-world examples to support and expand a student’s skills in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking and controlling.

**DBM 381**.................................................................3 credits

**Database Concepts**

This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.

**NTC 361**.................................................................3 credits

**Network and Telecommunications Concepts**

This course provides an overview of telecommunication systems in a business environment. Topics covered include voice communications, standards, transmission, networks, and internetworking.

**BSA 376**.................................................................3 credits

**Systems Analysis and Design**

This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information system analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.

**HCIS 420**.................................................................3 credits

**Information Systems Risk Management in Health Care**

This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of health care information systems. This course will survey remedies and prevention techniques available to address risk and security management. Health care organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer based information systems.

**HCS 449**.................................................................3 credits

**Health Administration Capstone**

Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

**The Bachelor of Science in Health Administration (Certificate Track)**

The following Bachelor of Science in Health Administration (Certificate Track) (BSHA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that provides the graduate with the foundational knowledge needed to enter today’s challenging health industry. The BSHA curriculum focuses on the basic body of knowledge, understanding, and skills identified as relevant to an ever-expanding and diverse health care arena. Coursework includes content in some of the following areas: management, finance, legal and ethical parameters, human resources, and information systems. Upon completion of the core curriculum healthcare students have the opportunity to select a concentration that is designed to expand their professional opportunities. For more information about our graduation rates, the median debt
of students who completed the program, and other important
information, please visit our website at http://www.phoenix.edu/
programs/bsha.
Courses requiring prerequisites are identified by a ~ symbol fol-
lowing the course number.

**BSHA Foundation Courses (Certificate Track)**

- **GEN 200 (For A Track only).................................................. 3 credits**
- **GEN 195 (For B Track only).................................................. 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 (Certificate Track)**

- **HCS 320 ~ ................................................................. 3 credits**
- **Health Care Communication Strategies**
- **HCS 325 ~ ................................................................. 3 credits**
- **Health Care Management**
- **HCS 335 ~ ................................................................. 3 credits**
- **Health Care Ethics and Social Responsibility**
- **HCS 341 ~ ................................................................. 3 credits**
- **Human Resources in Health Care**
- **HCS 483 ~ ................................................................. 3 credits**
- **Health Care Information Systems**
- **HCS 490 ~ ................................................................. 3 credits**
- **Health Care Consumer - Trends and Marketing**
- **HCS 405 ~ ................................................................. 3 credits**
- **Health Care Financial Accounting**
- **HCS 440 ~ ................................................................. 3 credits**
- **Economics: The Financing of Health Care**
- **HCS 465 ~ ................................................................. 3 credits**
- **Health Care Research Utilization**
- **HCS 451 ~ ................................................................. 3 credits**
- **Health Care Quality Management and Outcome Analysis**

Students must select one concentration in a particular area of study
at the time of enrollment.

Students may complete an additional concentration. Please contact
your academic representative for more information.

**Concentration in Health Management (Certificate Track)**

This concentration is designed to expand the students' health care
management focus. Courses will include content in leadership
theory, the legal and regulatory aspects in health care, facility
planning, community health as well as an introduction to health
care policy.

For more information about our graduation rates, the median debt
of students who completed the program, and other important
information, please visit our website at http://www.phoenix.edu/
programs/bsha-hm.

- **HCS 457 ~ ................................................................. 3 credits**
- **Public and Community Health**
- **HCS 430 ~ ................................................................. 3 credits**
- **Legal Issues in Health Care: Regulation and Compliance**
  - **HCS 475 ~ ................................................................. 3 credits**
- **Leadership and Performance Development**
  - **HCS 455 ~ ................................................................. 3 credits**
- **Health Care Policy: The Past and the Future**
  - **HCS 446 ~ ................................................................. 3 credits**
- **Facility Planning**
  - **HCS 449 ~ ................................................................. 3 credits**
- **Health Administration Capstone**

**Concentration in Emergency Management (Certificate Track)**

This concentration is designed for EMTs, First Responders,
Firefighters, or any other emergency personnel that want to expand
their knowledge and skills related to emergency management.

Focus will be on principles of emergency management, managing
emergency response operations, and planning and preparedness of
emergency situations.

For more information about our graduation rates, the median debt
of students who completed the program, and other important
information, please visit our website at http://www.phoenix.edu/
programs/bsha-em.

- **EMC 310 ~ ................................................................. 3 credits**
- **Principles of Emergency Management**
- **EMC 330 ~ ................................................................. 3 credits**
- **Political and Policy Issues for Emergency Management**
- **EMC 340 ~ ................................................................. 3 credits**
- **Emergency Services and the Community**
- **EMC 350 ~ ................................................................. 3 credits**
- **Managing Emergency Response Operations**
- **EMC 320 ~ ................................................................. 3 credits**
- **Emergency Preparedness and Planning**
- **HCS 449 ~ ................................................................. 3 credits**
- **Health Administration Capstone**

**Concentration in Long Term Care (Certificate Track)**

This concentration is designed to increase skills that are essential
when working with various populations requiring long-term care.

Courses will focus on aging, legal issues and perspective,
gerontology programs and services, as well as alternative living
environments for this population.

For more information about our graduation rates, the median debt
of students who completed the program, and other important
information, please visit our website at http://www.phoenix.edu/
programs/bsha-ltc.

- **HCS 433 ~ ................................................................. 3 credits**
- **Dimensions of Health and the Older Adult**
- **LTC 310 ~ ................................................................. 3 credits**
- **Social and Community Related Programs and Services**
- **HCS 437 ~ ................................................................. 3 credits**
- **Long-term Care Administration**
- **LTC 315 ~ ................................................................. 3 credits**
- **Alternative Living Environments**
- **LTC 328 ~ ................................................................. 3 credits**
- **Legal Perspectives in Aging**
- **HCS 449 ~ ................................................................. 3 credits**
- **Health Administration Capstone**
The University reserves the right to modify the required course of study as necessary.

General Information for the BSHA (Certificate Track)

The Certificate Track bachelors programs are designed to be an option for students to earn a certificate en-route to earning the bachelors degree.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration/ emphasis in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the bachelors program.

Additional Admission Requirements for the BSHA (Certificate Track)

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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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/EMC) must be currently employed in 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 (Certificate Track)

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 48 upper division credits.
  - A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.0.
- Students may earn a certificate in the same area of focus as the concentration en route to completing the bachelors degree. Students may apply for certificate conferral upon meeting the following program requirements:
  - Successful completion of the concentration courses outlined in the enrollment agreement for the certificate
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement
- Health Management Certificate (HM) - 18 credits: GEN 200, HCS 235, Choose four of the following: HCS 325, HCS 335, HCS 341, HCS 405, HCS 430, HCS 446, HCS 457, HCS 483
- Emergency Management Certificate (EMC) - 18 credits: EMC 310, EMC 320, EMC 330, EMC 340, EMC 350, GEN 200
- Long Term Care Certificate (LTC) - 18 credits: GEN 200, HCS 433, HCS 437, LTC 310, LTC 315, LTC 328
- Students can only earn one certificate en-route to completing the undergraduate program.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Bachelor of Science in Health Administration

Academic Progression Requirements for the BSHA (Certificate Track)

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.
- All 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,
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
- 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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the BSHA

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.

The following courses in the Required Course of Study may not be waived: GEN 195, GEN 200, HCS 449

**General Education Requirements for the BSHA (Certificate Track)**

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

* A track must include: COMM 215, equivalent or higher

**Mathematics Requirement(s)**: 6 credits

* Must include: MTH 209 or higher

**Science & Technology Requirement(s)**: 6 credits

* B Track must include: SCI 163

**Humaities Requirement(s)**: 6 credits

* B Track must include: HUM 114

**Social Science Requirement(s)**: 6 credits

* B Track must include: PSY 211

**Additional Liberal Arts Requirement(s)**: 6 credits

* Interdisciplinary Requirement(s): 18 credits

**Interdisciplinary Requirement(s)**: 6 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.

**Course Descriptions for the BSHA (Certificate Track)**

**GEN 200** ................................................................. 3 credits

* Foundations of General Education and Professional Success

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

**GEN 195** ................................................................. 3 credits

* Foundations of University Studies

The essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at the University of Phoenix are introduced in this course. The course develops and applies practical knowledge and skills immediately relevant to first-year university students. Course topics include goal setting and working with personal motivation, understanding and using University resources, developing efficient study habits, making the most of personal learning styles, and how best to manage time and reduce personal stress levels.

**HCS 212** ................................................................. 3 credits

* Health Care Vocabulary

This course provides students with a foundational set of basic health care vocabulary that relates to a variety of health care work settings. Students will review terms and concepts related to the structure and professions within the health care delivery systems. In addition, students will also explore terminology related to body systems and common diseases and treatments associated with these systems.

**HCS 235** ................................................................. 3 credits

* Health Care Delivery in the United States

This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.

**HCS 245** ................................................................. 3 credits

* Introduction to Health and Disease

This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.

**HCS 320** ................................................................. 3 credits

* Health Care Communication Strategies

This course offers students the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. Students will review basic medical terminology, discuss the influences of gender and culture, examine channels of communication including the development of interpersonal and technology related communication, and the impact of consumer and interdisciplinary communication.

**HCS 325** ................................................................. 3 credits

* Health Care Management

The course explores fundamental concepts of management theory as applied to healthcare. Students will examine the organizational structure of the health care delivery system and administrative processes such as planning, problem solving, decision making, and quality productivity improvement. Emphasis will also be placed on the major issues and problem areas confronting health service administrators.

**HCS 335** ................................................................. 3 credits

* Health Care Ethics and Social Responsibility

This course identifies ethical issues in health care. It is designed to encourage students to clarify their personal ethic with regard to health care issues. The various responsibilities involving the management of populations whose ethics may be divergent are identified.

**HCS 341** ................................................................. 3 credits

* Human Resources in Health Care

This course examines the complexities and multiple issues involved in Human Resources management in health care organizations. Students will examine the strategic role of human resource
management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.

HCS 483 ................................................................................. 3 credits

Health Care Information Systems
The course provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed.

HCS 490 ................................................................................. 3 credits

Health Care Consumer - Trends and Marketing
In this course students will have the opportunity to examine the traits, trends and needs of today's health care consumer. Students will examine current consumer information for readability, implications for the selection of products and services and differentiation of health care web sources.

HCS 405 ................................................................................. 3 credits

Health Care Financial Accounting
This course provides an understanding of the general principles of accounting applied in the health care environment. It includes an overview of sources of revenue for various health care entities. The fundamentals of financial planning, cost concepts, capital budgeting, and management analysis are applied in the health care environment. Issues surrounding the development and management of budgets are also examined.

HCS 440 ................................................................................. 3 credits

Economics: The Financing of Health Care
This course provides an overview of the economics of health care. The various payers are examined, including private, state, and federal entities. Issues such as the cost effectiveness of prevention, the management of patients and their diseases, as well as the cost of treatment settings are discussed. Third-party reimbursement from various sources, ranging from for-profit insurance carriers to charitable donations, are reviewed. The health care system’s use of grant funding and research dollars is described.

HCS 465 ................................................................................. 3 credits

Health Care Research Utilization
This course introduces students to the purpose and process of research as applied to health care. Students will examine the role of statistics and various research methods. In addition students will analyze the key elements of evidence based research within health care.

HCS 451 ................................................................................. 3 credits

Health Care Quality Management and Outcomes Analysis
This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and the role of the governing body of the health care organization in ensuring compliance with the standards of regulatory and accreditation organizations. Methods for assuring quality in process and outcome management are described, as well as the significance and statistical application of measuring outcomes. Various health care customers are identified. Changing trends in the provision and reimbursement of health care services are reviewed.

COMM 215 .................................................................................. 3 credits

Essentials of College Writing
This course covers the essential writing skills required for college level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 101 .................................................................................. 3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 .................................................................................. 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University Library and learn how to access its resources successfully.

Course Descriptions for the Concentration in Health Management (Certificate Track)

HCS 457 .................................................................................. 3 credits

Public and Community Health
This course provides health care students with an introduction to the development of the public health system and through the epidemiological model students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.

HCS 430 .................................................................................. 3 credits

Legal Issues in Health Care: Regulation and Compliance
This course covers the broad range of topics affected by health law and regulation, ranging from patient rights to corporate responsibilities. Public and private health care regulatory agencies are examined as well their impact on the operation of health care as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.

HCS 475 .................................................................................. 3 credits

Leadership and Performance Development
This course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leader’s role in the change process as well as examining and analyzing effective per-
formance indicators for staff and organizational goals.

HCS 455 ................................................................. 3 credits

Healthcare Policy: The Past and the Future

This course will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the 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 (Certificate Track)

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 effecting emergency operations will be studied.

EMC 340 ................................................................. 3 credits

Emergency Services and the Community

This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparation programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.

EMC 350 ................................................................. 3 credits

Managing Emergency Response Operations

This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, 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 (Certificate Track)

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 sources 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 crit-
ical thinking skills. Students will reflect on and evaluate their per-
sonal and professional growth, the benefits of lifelong learning,
and the impact of these elements on their future.

**The Bachelor of Science in Health Administration (Certificate Track) (Maryland-Online)**

The following Bachelor of Science in Health Administration (Certificate Track) (BSHA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online 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 an emphasis that is designed to expand their professional opportunities.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha-em.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**BSHA Foundation Courses (Certificate Track)**

**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**

**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 (Certificate Track)**

**HCS 320** .......................................................... 3 credits

**Health Care Communication Strategies**

**HCS 325** .......................................................... 3 credits

**Health Care Management**

**HCS 333** .......................................................... 3 credits

**Health Care Ethics and Social Responsibility**

**HCS 341** .......................................................... 3 credits

**Human Resources in Health Care**

**HCS 483** .......................................................... 3 credits

**Health Care Information Systems**

**HCS 490** .......................................................... 3 credits

**Health Care Consumer - Trends and Marketing**

**HCS 405** .......................................................... 3 credits

**Health Care Financial Accounting**

**HCS 440** .......................................................... 3 credits

**Economics: The Financing of Health Care**

**HCS 465** .......................................................... 3 credits

**Health Care Research Utilization**

**HCS 451** .......................................................... 3 credits

**Health Care Quality Management and Outcome Analysis**

**HCS 475** .......................................................... 3 credits

**Leadership and Performance Development**

**HCS 455** .......................................................... 3 credits

**Health Care Policy: The Past and the Future**

**HCS 446** .......................................................... 3 credits

**Facility Planning**

**HCS 449** .......................................................... 3 credits

**Health Administration Capstone**

**Emphasis in Emergency Management (Certificate Track)**

This emphasis is designed for EMTs, First Responders, Firefighters, or any other emergency personnel that want to expand their knowledge and skills related to emergency management. Focus will be on principles of emergency management, managing emergency response operations, and planning and preparedness of emergency situations.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha-em.

**EMC 310** .......................................................... 3 credits
Principles of Emergency Management
EMC 330 ~ ................................................................. 3 credits
Political and Policy Issues for Emergency Management
EMC 340 ~ ................................................................. 3 credits
Emergency Services and the Community
EMC 350 ~ ................................................................. 3 credits
Managing Emergency Response Operations
EMC 320 ~ ................................................................. 3 credits
Emergency Preparedness and Planning
HCS 449 ~ ................................................................. 3 credits
Health Administration Capstone

Emphasis in Long Term Care (Certificate Track)
This emphasis is designed to increase skills that are essential when working with various populations requiring long-term care. Courses will focus on aging, legal issues and perspective, gerontology programs and services, as well as alternative living environments for this population.
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha-ltc.
HCS 433 ~ ................................................................. 3 credits
Dimensions of Health and the Older Adult
LTC 310 ~ ................................................................. 3 credits
Social and Community Related Programs and Services
HCS 437 ~ ................................................................. 3 credits
Long-term Care Administration
LTC 315 ~ ................................................................. 3 credits
Alternative Living Environments
LTC 328 ~ ................................................................. 3 credits
Legal Perspectives in Aging
HCS 449 ~ ................................................................. 3 credits
Health Administration Capstone

The University reserves the right to modify the required course of study as necessary.

General Information for the BSHA (Certificate Track)
The Certificate Track bachelors programs are designed to be an option for students to earn a certificate en-route to earning the bachelors degree.
Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with an emphasis in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the bachelors program.

Additional Admission Requirements for the BSHA (Certificate Track)
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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

• Applicants must be currently employed or have access to a work environment.
• Applicants to the Emergency Management emphasis (BSHA/EMC) must be currently employed in 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 (Certificate Track)
• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 48 upper division credits.
  • A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  • A minimum grade point average (GPA) of 2.0.
• Students may earn a certificate in the same area of focus as the emphasis en route to completing the bachelor degree. Students may apply for certificate conferment upon successful completion of both the 18 credits required for the certificate and the certificate programmatic requirements outlined in the certificate program policy.
• Students must successfully complete the following programmatic requirements for certificate conferment:
  • Health Management Certificate (HM) - 18 credits: GEN 200, HCS 235 Choose four of the following: HCS 325, HCS 335, HCS 341, HCS 405, HCS 430, HCS 446, HCS 457, HCS 483
  • Emergency Management Certificate (EMC) - 18 credits: EMC 310, EMC 320, EMC 330, EMC 340, EMC 350, GEN 200
  • Long Term Care Certificate (LTC) - 18 credits: GEN 200, HCS 433, HCS 437, LTC 310, LTC 315, LTC 328
• Students can only earn one certificate en-route to completing the undergraduate program.
• Emphases are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Bachelor of Science in Health Administration

Academic Progression Requirements for the BSHA (Certificate Track)
All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:
• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis courses.
• GEN 195 will be required as the first course in the First-Year Sequence.
• All 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,
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
• A Track students who are not required to complete the First-Year Sequence may elect to complete one or more of the following First-Year Sequence courses prior to enrolling in concentration or Required Course of Study coursework to satisfy General Education or Elective requirements: SCI 163, FP 20, HUM 186, and PSY 211.
• 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 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 proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the BSHA

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.

The following courses in the Required Course of Study may not be waived: GEN 195, GEN 200, HCS 449

General Education Requirements for the BSHA (Certificate Track)

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
A Track must include: COMM 215, equivalent or higher
B Track must include: COM 170 and COM 172

Mathematics Requirement(s): 6 credits
Must include: MTH 209 or higher

Science & Technology Requirement(s): 6 credits
B Track must include: SCI 163
Must include at least 3 credits in the physical or biological sciences
Humanities Requirement(s): 6 credits
B Track must include: HUM 114

Social Science Requirement(s): 6 credits
B Track must include: PSY 211

Additional Liberal Arts Requirement(s): 6 credits
Interdisciplinary Requirement(s): 18 credits
B Track must include: FP 120

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Course Descriptions for the BSHA (Certificate Track)

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.

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 health services. 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 overview of the general principles of accounting applied in the health care environment. It includes an overview of sources of revenue for various health care entities. The fundamentals of financial planning, cost concepts, capital budgeting, and management analysis are applied in the health care environment. Issues surrounding the development and management of budgets are also examined.

HCS 440 ................................................................. 3 credits

Economics: The Financing of Health Care
This course provides an overview of the economics of health care. The various payers are examined, including private, state, and federal entities. Issues such as the cost-effectiveness of prevention, the management of patients and their diseases, as well as the cost of treatment settings are discussed. Third-party reimbursement from various sources, ranging from for-profit insurance carriers to charitable donations, are reviewed. The health care system's use of grant funding and research dollars is described.

HCS 465 ................................................................. 3 credits

Health Care Research Utilization
This course introduces students to the purpose and process of research as applied to health care. Students will examine the role of statistics and various research methods. In addition students will analyze the key elements of evidence-based research within health care.

HCS 451 ................................................................. 3 credits

Health Care Quality Management and Outcomes Analysis
This course examines the relationships between health care quality and organizational performance management. The student will be introduced to the rationale for performance management and the role of the governing body of the health care organization in ensuring compliance with the standards of regulatory and accreditation organizations. Methods for assuring quality in process and outcome management are described, as well as the significance and statistical application of measuring outcomes. Various health care customers are identified. Changing trends in the provision and reimbursement of health care services are reviewed.

COMM 215 ............................................................ 3 credits

Essentials of College Writing
This course covers the essential writing skills required for college level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 101 ............................................................... 3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 ............................................................... 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

Course Descriptions for the Emphasis in Health Management
(Certificate Track)

HCS 457 ................................................................. 3 credits

Public and Community Health

This course provides health care students with an introduction to the development of the public health system and through the epidemiological model students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.

HCS 430 ................................................................. 3 credits

Legal Issues in Health Care: Regulation and Compliance

This course covers the broad range of topics affected by health law and regulation, ranging from patient rights to corporate responsibilities. Public and private health care regulatory agencies are examined as well their impact on the operation of health care as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.

HCS 475 ................................................................. 3 credits

Leadership and Performance Development

This course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leader's role in the change process as well as examining and analyzing effective performance indicators for staff and organizational goals.

HCS 449 ................................................................. 3 credits

Health 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 Emphasis in Emergency Management (Certificate Track)

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 effecting emergency operations will be studied.

EMC 340 ................................................................. 3 credits

Emergency Services and the Community

This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparation programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.

EMC 350 ................................................................. 3 credits

Managing Emergency Response Operations

This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, impact of disaster on response organization and personnel will be discussed.

EMC 320 ................................................................. 3 credits

Emergency Preparedness and Planning

This course examines the preparation and planning process for emergency and crisis situations from geographical, national and local levels. Topics will include concepts of response and preparedness, recovery and mitigation strategies, hazard analysis, vulnerability assessment, exposure pathways and response capability assessment.

HCS 449 ................................................................. 3 credits

Health Administration Capstone

Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

Course Descriptions for the Emphasis in Long Term Care (Certificate Track)

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.
Please contact your enrollment advisor for more information.

The Bachelor of Science in Nursing (BSN) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Nursing (BSN), accredited by the Commission on 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; (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 ~ ................................................................. 2 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.

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.

Bachelor of Science in Nursing

The following Bachelor of Science in Nursing (BSN) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

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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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HSI examination with a passing score.
• 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 United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
• Non-military students who enroll in this program while living in the US and then move outside of the U.S. and its territories must change to the International version of the degree -BSN-I. Students must sign a new Enrollment Agreement for the international version of the degree. Students must: 1) notify their campus representative within thirty (30) days of their moving outside the country; 2) update their profile to reflect the new international address; and 3) have a nursing license to practice nursing in the country where they are residing for the BSN practicum or contact an Online College representative.
• Completion of a nursing diploma earned from a recognized school of nursing in the United States; associate degree (any emphasis) earned in the United States from an approved regionally or nationally accredited institution; an associate degree in nursing or post-secondary diploma in nursing or foreign equivalent earned at a recognized foreign institution; California 30 credit option or California BSN approved program.
• Signed Criminal Background Check Disclosure
• Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
• Signed FERPA Release/Drug Test or Failure to Test Results

Degree Requirements for the BSN
• Completion of a minimum of 120 credits that include the following:
  • A minimum of 47 upper division credits.
  • A minimum 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.
• The diploma awarded for this program will read as: Bachelor of Science in Nursing

Additional Academic Progression Requirements for the BSN
• All students enrolling in the BSN program will take HCS 301 as their first course.
• Students may take courses required for the Bachelor of Science in Nursing degree in any sequence as long as the prerequisite(s) for each course has been satisfactorily completed.
• Students whose RN license becomes restricted, encumbered or revoked while enrolled in the program, may not enroll in any further courses.
• All undergraduate students must satisfy math and English proficiencies prior to enrolling in any course that requires math or English as a prerequisite. Math and English prerequisites may be found in the Undergraduate Programs section of this catalog.
• A clinical course may not be taken concurrently with any other course.
• Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program.

Minimum Grade Requirements for the BSN
Students in the Bachelor of Science in Nursing are required to achieve a minimum grade of “C” (2.0) in specific nursing and clinical courses. Students who fail to receive a minimum grade of “C” in any of the specified courses will be scholastically disqualified from the University. (“C-” is not acceptable). These courses include: NUR 391, NUR 403, NUR 405, NUR 408, NUR 420, NUR 440, NUR 443, NUR 492
Students who have been scholastically 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 the specific nursing courses listed above only one time. If the student does not receive a “C” or better on the second attempt, the student will be scholastically suspended, 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 stu-
dent must have completed a previous course which meets the following criteria:
- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

The following required courses may not be waived: NUR 391, NUR 492

**General Education Requirements for the BSN**
A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
Mathematics, 6 credits
Natural/Physical Sciences, 12 credits
Humanities, 6 credits
Social Science, 6 credits
Interdisciplinary Requirements, 18 credits

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

**Additional Academic Program Re-Entry Policies for the BSN**
Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course will be required to re-enter and follow the admission, degree requirements and program policies published in the catalog which is in effect at the time of re-entry.

Students who have been out of attendance over one year who have not exceeded their program completion deadline who wish to remain in their current program version will be required to appeal to the Student Appeals Center to move forward with the re-entry process.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

**Course Descriptions for the BSN**

**HCS 301** ................................................................. 2 credits

**Undergraduate Nursing Studies**
This course is designed to aid adult learners in acquiring or improving critical thinking, teamwork, research, and communication skills, which are necessary at the University of Phoenix. Students will develop strategies for achieving educational goals that will help them be successful in the undergraduate program as well as in their professional development. Students will also be introduced to the University library and the Center for Writing Excellence and learn how to access those resources successfully.

NUR 391 ................................................................................. 3 credits

**Professional Nursing Practice**
This course focuses on the professional role and discipline of nursing. Students will examine the image of nursing and develop the behaviors, attitudes, and values necessary for theory-based professional practice. Concepts of professional nursing are presented within the unifying framework of Jean Watson’s Theory of Human Caring.

NUR 427 ................................................................................. 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.

Bachelor of Science in Nursing/International

The following Bachelor of Science in Nursing/International (BSN/I) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The RN to BSN/International program is intended for Registered Nurses living outside the US and not considered US residents, and will not prepare nurses for licensure in the United States. The Bachelor of Science in Nursing is an accredited program designed to develop the professional knowledge and skills of working registered nurses. The curriculum is built upon a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse.

This instructional program includes behavioral objectives that concentrate on the development of the nurse’s role as caregiver, teacher, and manager of care. Utilizing a framework of caring, working registered nurses are prepared as generalists who are able to apply professional skills and knowledge to nursing, client, and health care systems.

Required Course of Study for the BSN/I
Courses requiring prerequisites are identified by a ~ symbol following the course number.

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 ~ ........................................................................ 4 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 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.
- 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.
- All students, with the exception of students residing in Canada or Puerto Rico, 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.
- All Canadian students must complete the Canadian RN License Acknowledgment Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- Applicants residing in the Commonwealth of Puerto Rico must have an approved appeal on file documenting successful completion of the US NCLEX-RN exam and that all Puerto Rico Nurses with a Puerto Rico License must obtain US licensure for admission.
- Completion of a minimum of 120 credits that include the Degree Requirements for the BSN/I
- Current employment is not a requirement for admission.
- A signed Foreign Nursing Memo of Understanding.
- All students, with the exception of students residing in Canada or Puerto Rico, 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.
- All Canadian students must complete the Canadian RN License Acknowledgment Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- Applicants residing in the Commonwealth of Puerto Rico must have an approved appeal on file documenting successful completion of the US NCLEX-RN exam and that all Puerto Rico RN licensing requirements are met to be eligible for admission.
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 proficiencies 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 the specific nursing courses listed above only one time. If the student does not receive a "C" or better on the second attempt, the student will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.
Residency Requirements and Course Waivers for the BSN/I
Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 29 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix. Students in this program may waive a maximum of 12 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.

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• 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
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.

Additional Academic Program Re-Entry Policies for the BSN/I
Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course will be required to re-enter and follow the admission, degree requirements and program policies published in the catalog which is in effect at the time of re-entry.

Students who have been out of attendance over one year who have not exceeded their program completion deadline who wish to remain in their current program version will be required to appeal to the Student Appeals Center to move forward with the re-entry process.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Course Descriptions for the BSN/I

HCS 301 ................................................................. 2 credits

Undergraduate Nursing Studies
The course is designed to aid adult learners in acquiring or improving critical thinking, teamwork, research, and communication skills, which are necessary at the University of Phoenix. Students will develop strategies for achieving educational goals that will help them be successful in the undergraduate program as well as in their professional development. Students will also be introduced to the University library and the Center for Writing Excellence and learn how to access those resources successfully.

NUR 391 ................................................................. 3 credits

Professional Nursing Practice
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 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 ................................................................................... 3 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.

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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COLLEGE OF EDUCATION (Online)

The College of Education offers undergraduate programs designed for future educators combining content and pedagogical preparation. These programs are developed and taught by skilled practitioners who work in their respective fields, and emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Each program blends theory and practice through a combination of individual and collaborative work to foster a learning environment that allows students to build their knowledge base and apply what they have learned to “impact student learning one educator at a time.” Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements. The College of Education offers associate level degree programs designed to provide content knowledge in areas such as English/language arts, fine arts, math, science, and social studies, as well as foundational coursework in education.

Admission Requirements for University of Phoenix

All applicants are expected to meet the following admission requirements:

- Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - 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 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.

- or-

  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

- or-

  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
  - or-
  - 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.
  - or-
  - 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.
  - or-
  - 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.
  - or-
  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
  - or-
  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.

- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.

- or-

  - Have been granted asylum or refugee status.
  - A signed Enrollment/Disclosure Agreement.

- Students, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 for Online or UNIV 101 for local campus) to be officially admitted (AM).

- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.

- A signed New Student Checklist may be required.

- Completion of any state-specific required documents or forms.

- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.

- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

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 Office of Admissions & Records.
• 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 Office of Admissions & Records.

• 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 Office of Admissions & Records.

The Hawaii State Department of Health requires that all students attending school at a campus in this state were born after December 31, 1956, be immunized for 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.

Associate of Arts/Concentration in Education

The following Associate of Arts/Concentration in Education (AAE) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want
The Associate of Arts in Education program provides learners with a foundation in the lower division academic disciplines of mathematics, life and social sciences, humanities, and communication. The education concentration is intended to provide an introduction to the education field. The learner will gain knowledge in the historical and philosophical aspects of education, multicultural issues, the role of assessment, and the function of ethics in teaching.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Preferred Sequence for the AAE**

EDU 101 ~................................................................. 3 credits Foundations of Education

EDU 105 ~................................................................. 3 credits Diversity in Educational Settings

EDU 200 ~................................................................. 3 credits Introduction to Assessment

EDU 215 ~................................................................. 3 credits Ethics and Social Responsibility in Education

The University reserves the right to modify the required course of study.

**General Information for the AAE**

- First time attendees with the University will be admitted with condition to this program according to the risk free period policy.
- Applicants must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Any student planning to complete an associate of arts degree prior to enrolling in a bachelor degree must complete all 60 required credits of the associates degree and meet admission requirements for their chosen bachelor degree before enrolling in any University bachelor degree programs.

**Additional Admission Requirements for AAE**

- 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- The diploma awarded for this program will read as: Associate of Arts

**Degree Requirements for the AAE**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- A minimum of 48 of the 60 credits must be in the general education areas approved by the University.
- A minimum grade point average (GPA) of 2.5.

Concentrations or emphases are reflected on the transcript only following the course number.

**General Education Requirements for the AAE**

The General Education requirements for this program are the following:

- English/Language Arts Requirement 12 credits
  B Track must include: HUM 115 and ENG 147
- Mathematics Requirement 12 credits
  Must Include MTH 213 and MTH 214
- Science Requirement 9 credits
  Must include Art, music, drama or dance
- Fine Arts Requirement 3 credits
  Must include HIS 110
- Social Studies Requirement 9 credits
  Must include HIS 110
- Additional Liberal Arts Requirement 3 credits
  A Track must include: GEN 201
  B Track must include: GEN 127

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.

**Academic Progression Requirements for the AAE**

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 as the first course in their program.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, ENG 147, HUM 115
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- Concurrent enrollment is prohibited during any of the courses in the standard pathway (B Track).
- Accelerated Pathway (A Track) students may not enroll in GEN 127, ENG 147, or HUM 115 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students will not be required to complete the Pathway Diagnostic upon a program/program version change and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed GEN 101, GEN 195, GEN 200, US 101, or GEN 300 and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the standard pathway (B Track) courses via Directed Study.
- All undergraduate students must satisfy math and English proficiency prior to enrolling in any course that requires math or English as a prerequisite.

**Residency Requirements and Course Waivers for the AAE**

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 3 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course 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 AAE**

**EDU 101** ................................................................. 3 credits

**Foundations of Education**

In this course, learners are introduced to the foundational ideas of education. Topics include the history of education, philosophical perspectives, and societal trends that change education. Students will explore the characteristics of 21st century students and the use of technology in the classroom. In addition, students will reflect on their own teaching and learning environment and create a personal philosophy of education.

**EDU 105** ................................................................. 3 credits

**Diversity in Educational Settings**

This course focuses on developing an understanding of multicultural diversity concepts in education and implications for learning and instruction. Learners will examine the relationship of cultural values on the formation of self-concept and learning styles. Learners will also explore the scope of diversity prevalent in classrooms today and the role of prejudice, biases, assumptions, stereotyping, and cultural inequalities in education. Learners will connect these perspectives to instructional strategies that contribute to creating culturally responsive classrooms.

**EDU 200** ................................................................. 3 credits

**Introduction to Assessment**

In this course learners are introduced to the role of assessment in education. The purpose and types of assessment are identified including appropriate components in assessment planning. Formative assessment for learning and summative assessment of learning will be examined. Learners will also explore the topics of feedback and grading.

**EDU 215** ................................................................. 3 credits

**Ethics and Social Responsibility in Education**

This course introduces learners to the concepts of ethical reasoning and professional ethics in teaching. Learners will explore how their personal values and dispositions—whether inherited through culture and tradition or consciously adopted—interact with professional codes of ethics and ethical decision-making. Learners will examine ethical theories and the function of ethics in teaching. Ethical dilemmas in the education workplace will also be investigated.

**EDU 101** ................................................................. 3 credits

**Critical Thinking in Everyday Life**

This is a critical thinking skills course focusing on developing the necessary tools and skills to analyze problems, make decisions, formulate well-supported points of view on key academic, social, and professional issues.

**ENG 147** ................................................................. 3 credits

**University Writing Essentials**

This is a course in developing foundational skills necessary for effective and appropriate academic writing. This course reviews the fundamentals of grammar, writing mechanics, style, and proper documentation of sources.

**MTH 213** ................................................................. 3 credits
Mathematics for Elementary Educators I
This is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.
MTH 214 ................................................................. 3 credits

Math for Elementary Teachers II
This is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis.
HIS 110 ................................................................. 3 credits

US History to 1865
This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period.
GEN 201 ................................................................. 3 credits

Foundations for University Success
This course transitions students through the foundations of study at University of Phoenix. Students develop personal strategies for achieving educational goals; and develop skills in critical thinking, collaboration, and communication.
GEN 127 ................................................................. 3 credits

University Studies for Success
This is an academic course focusing on the essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at University of Phoenix. The course develops and applies academic standards, practical knowledge, and study skills immediately relevant to first-year university students.

Associate of Arts/Concentration in Education (California)

The following Associate of Arts/Concentration in Education (AAE) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts in Education program provides learners with a foundation in the lower division academic disciplines of mathematics, life and social sciences, humanities, and communication. The education concentration is intended to provide an introduction to the education field. The learner will gain knowledge in the historical and philosophical aspects of education, multicultural issues, the role of assessment, and the function of ethics in teaching. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aae

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Preferred Sequence for the AAE
EDU 101 ~ ................................................................. 3 credits
Foundations of Education
EDU 105 ~ ................................................................. 3 credits

Diversity in Educational Settings
EDU 200 ~ ................................................................. 3 credits
Introduction to Assessment
EDU 215 ~ ................................................................. 3 credits

Ethics and Social Responsibility in Education
The University reserves the right to modify the required course of study.

General Information for the AAE
• First time attendees with the University will be admitted with condition to this program according to the risk free period policy.
• Applicants must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
• Any student planning to complete an associate of arts degree prior to enrolling in a bachelor degree must complete all 60 required credits of the associates degree and meet admission requirements for their chosen bachelor degree before enrolling in any University bachelor degree programs.

Additional Admission Requirements for AAE
• 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

Degree Requirements for the AAE
The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.
• A minimum of 48 of the 60 credits must be in the general education areas approved by the University.
• A minimum grade point average (GPA) of 2.5.

Concentrations are reflected on the transcript only and will not appear on the diploma.
The diploma awarded for this program will read as: Associate of Arts

General Education Requirements for the AAE
The General Education requirements for this program are the following:

- English/Language Arts Requirement 9 credits
  B Track must include: HUM 115 and ENG 147
- Mathematics Requirement 6 credits
- Science Requirement 9 credits
- Fine Arts Requirement 6 credits
  Must include ARTS 230CA
- Social Science Requirement 12 credits
  Must include HIS 110CA
- Health/PE Requirement 3 credits
- Additional Liberal Arts Requirement 3 credits
  A Track must include: GEN 201
  B Track must include: GEN 127

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.

Academic Progression Requirements for the AAE

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 as the first course in their program.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, ENG 147, HUM 115
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- Concurrent enrollment is prohibited during any of the courses in the standard pathway (B Track).
- Accelerated Pathway (A Track) students may not enroll in GEN 127, ENG 147, or HUM 115 to satisfy programmatic prerequisites, general education or elective requirements.
- Continuously enrolled students will not be required to complete the Pathway Diagnostic upon a program/program version change and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed GEN 101, GEN 195, GEN 200, US 101, or GEN 300 and choose to transition to the standard pathway (B Track) are not required to take GEN 127.
- Students may not complete any of the standard pathway (B Track) courses via Directed Study.
- All undergraduate students must satisfy math and English proficiency prior to enrolling in any course that requires math or English as a prerequisite.

Residency Requirements and Course Waivers for the AAE

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 3 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
- The course must have been completed 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.

- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course 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 AAE

EDU 101 .................................................................3 credits

Foundations of Education
In this course, learners are introduced to the foundations of education. Topics include the history of education, philosophical perspectives, and societal trends that change education. Learners will explore the characteristics of 21st century students and the use of technology in the classroom. In addition, learners will reflect on reasons for working in the educational setting and create a personal philosophy of education.

EDU 105 ................................................................. 3 credits

Diversity in Educational Settings
This course focuses on developing an understanding of multicultural diversity concepts in education and implications for learning and instruction. Learners will examine the relationship of cultural values on the formation of self-concept and learning styles. Learners will also explore the scope of diversity prevalent in classrooms today and the role of prejudice, biases, assumptions, stereotyping, and cultural inequalities in education. Learners will connect these perspectives to instructional strategies that contribute to creating culturally responsive classrooms.

EDU 200 ................................................................. 3 credits

Introduction to Assessment
In this course learners are introduced to the role of assessment in education. The purpose and types of assessment are identified including appropriate components in assessment planning. Formative assessment for learning and summative assessment of learning will be examined. Learners will also explore the topics of feedback and grading.

EDU 215 ................................................................. 3 credits

Ethics and Social Responsibility in Education
This course introduces learners to the concepts of ethical reasoning and professional ethics in teaching. Learners will explore how their personal values and dispositions—whether inherited through culture and tradition or consciously adopted—interact with professional codes of ethics and ethical decision-making. Learners will examine ethical theories and the function of ethics in teaching. Ethical dilemmas in the education workplace will also be investigated.

EDU 115 ................................................................. 3 credits

Critical Thinking in Everyday Life
This is a critical thinking skills course focusing on developing the necessary tools and skills to analyze problems, make decisions, formulate well-supported points of view on key academic, social, and professional issues.

ENG 147 ................................................................. 3 credits

University Writing Essentials
This is a course in developing foundational skills necessary for effective and appropriate academic writing. This course reviews the fundamentals of grammar, writing mechanics, style, and proper documentation of sources.

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 twodimensional, three-dimensional, video, or other time-based media.

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. This course includes philosophies of the Articles of Confederation and the U.S. Constitution.

Foundations for University Success
This course transitions students through the foundations of study at University of Phoenix. Students develop personal strategies for achieving educational goals; and develop skills in critical thinking, collaboration, and communication.

University Studies for Success
This is an academic course focusing on the essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at University of Phoenix. The course develops and applies academic standards, practical knowledge, and study skills immediately relevant to first-year university students.

Bachelor of Science in Education/Elementary Education

The following Bachelor of Science in Education/Elementary Education (BSED/E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Education/Elementary Education (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

Foundations for General Education and Professional Success
Orientation, 0 total credits
EDU 300 ~ ........................................................................ 3 credits
Orientation to Teacher Education

History and Foundations of Education, 6 total credits
EDU 301 ~ ........................................................................ 3 credits
Foundations of Education
EDU 315 ~ ........................................................................ 3 credits
Legal & Ethical Issues in Education

Educational Theories and Models, 6 total credits
EDU 311 ~ ........................................................................ 3 credits
Models and Theories of Instruction
EDU 321 ........................................................................... 3 credits
Classroom Management

Human Development, 3 total credits
EDU 305 ~ ........................................................................ 3 credits
Child Development
Assessment, 3 total credits
EDU 400............................................................................. 3 credits
Assessment in Elementary Education

Reading, 9 total credits
RDG 350 ........................................................................... 3 credits
Children’s Literature
RDG 420 ~ ........................................................................ 3 credits
Elementary Methods - Reading/Language Arts
RDG 415 ~ ........................................................................ 3 credits
Diagnosis and Remediation of Reading Difficulties

Special Populations, 9 total credits
SEI 300 ............................................................................. 3 credits
Structured English Immersion
SEI 301 ~ ........................................................................ 3 credits
Advanced Structured English Immersion Methods
SPED 300 ........................................................................ 3 credits
Orientation to the Exceptional Child

Elementary Methods, 15 total credits
EDU 416 ~ ........................................................................ 3 credits
Elementary Methods - Mathematics
EDU 420 ~ ........................................................................ 3 credits
Elementary Methods - Science
EDU 425 ~ ........................................................................ 3 credits
Elementary Methods - Health/PE
EDU 430 ~ ........................................................................ 3 credits
Elementary Methods - Social Studies
EDU 435 ~ ........................................................................ 3 credits
Elementary Methods - Fine Arts

**Student Teaching and Field Experience, 9 total credits**

- EDU 390 ~ ..........................................................................................1 credit
- Elementary Education Seminar
- EED 498 ~ ..................................................................................4 credits
- Elementary Student Teaching, Seminar I
- EED 499 ~ ..................................................................................4 credits
- Elementary Student Teaching, Seminar II

The University reserves the right to modify the required course of Study.

**Additional Admission Requirements for the BSED/E**

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must be currently employed or have access to a work environment.

**Candidacy Status for the BSED/E**

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 Required Course of Study (Core) credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

**Degree Completion Requirements for the BSED/E**

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 60 upper division credits in the Required Program Category Preferred Sequence.
  - A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.5.
  - Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, practicum courses and/or alternative clinical practice.
- Complete course within the sequence specified by course prerequisite requirements.
- Meet state requirements as set forth by state of residency to receive state endorsement.
- Complete Field Experience Observation Record (100 hours).
- All Students must complete the minimum number of credits required by their degree program.
- The diploma awarded for this program will read as: 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:

- Passing scores on the designated state content knowledge exam.
- Verification of immunization or TB test results (district specific).
- Verification of the completion of 100 hours of field experience.

Candidates residing in the state of Idaho must provide verification of the completion of twenty (20) required semester credits in one of the endorsement areas below prior to student teaching.

- Social Studies (This may include areas such as American Government, Political Science, Economics, Geography, History, Psychology, Sociology, and Sociology/Anthropology).
- English/Language Arts (This may include areas such as Communication, English, English as a New Language, Journalism, Literacy, Writing and Foreign Language).
- Mathematics (This may include areas such as Mathematics, Geometry, Linear Algebra, Discrete Mathematics, Probability and Statistics, Trigonometry, and Calculus).
- Science (This may include areas such as Biological Science, Chemistry, Earth Science, Geology, Natural Science, and Physical Science).

*The following areas may not be used to satisfy these categories: Agriculture Science and Technology, Business Technology Education, and Marketing Technology Education.*

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

- All students must complete GEN 200 as their first course at the University.
- Students must complete all General Education requirements prior to completion of EDU 390.

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

**Minimum Grade Requirements for the BSED/E**

- A candidate must earn a grade of "B" (grades of "T" and "B-" are not accepted) or better in the following courses in order to student teach: EDU 390, EED 498, EED 499
• Candidates must earn a "B" or better in Elementary Student Teaching I & II in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.

• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

**Residency Requirements and Course Waivers for the BSED/E**

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

- Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally accredited transferable coursework.

- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

- Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without 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 transcripted from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.

- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.

- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

- Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 310 constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213 and MTH 214 requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.

- The following courses in the Required Course of Study may not be waived: EDU 300, EDU 311, EDU 321, EDU 390, EED 416, EED 498, EED 499, GEN 200, RDC 415, SPE 300

- Arizona residents may waive SEI 300 and/or SEI 301 with an Arizona Department of Education approved SEI course (institution of higher education or approved district workshop) OR verification of one of the following endorsements:
  - Arizona Provisional SEI Endorsement (SEI 300)
  - Arizona Full SEI Endorsement (SEI 300 and SEI 301)
  - Arizona English as a Second Language Endorsement
  - Arizona Bilingual Endorsement

Approved SEI courses/workshops can be found at http://www.ade.state.az.us/asd/lep/

**General Education Requirements for the BSED/E**

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

- English/Language Arts Requirement(s) 12 credits
- Mathematics Requirement(s) 12 credits
- 6 credits must include MTH 213 and MTH 214
- 12 credits must include MTH 213 and MTH 214
- Physical/Biological Science Requirement(s) 6 credits
- Social Studies Requirement(s) 9 credits
- 3 credits must include SOC 315
- 3 credits must include HIS 301 or HIS 310
- Fine Arts Requirement(s) 3 credits
- Art, music, drama or dance
- Humanities Requirement(s) 3 credits
- Additional Liberal Arts Requirement(s) 9 credits

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Field Experience for BSED/E**

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through grade eight. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.
Student Teaching for the BSED/E

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Student teaching is the culminating experience of the Bachelor of Science in Education program. Students must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience. Arizona teacher candidates enrolled in the BSED/E program will be issued an Elementary certificate in grades 1-8. Teacher candidates in the BSED/E program will not be eligible to student teach in Kindergarten and will not be issued an Institutional Recommendation (IR) as the Arizona Department of Education will no longer recognize Kindergarten experience for certification in Elementary education.
- Student teaching must occur in a 1-8 self-contained classroom setting under the supervision of a certified teacher. This applies to self-contained settings only, not departmentalized settings. Candidates wishing to do their student teaching in a single subject in grades 6 - 8 must provide the following prior to Student Teaching I:
  - Transcripts documenting of a minimum of 24 semester credits in their content area
  - Passing scores on the state mandated content exam
  - Candidates must earn a “B” or better in Elementary Education Seminar. If a candidate receives less than a “B” (B- or lower, or an incomplete grade), they must repeat the course.
  - Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.
- 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.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

- Candidates must successfully pass the Elementary Education Seminar with a "B" or better.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Additional Academic Program Re-entry Policy for the BSED/E

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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).

Candidates wishing to be certified in the state of Pennsylvania must show verification of a 3.0 overall cumulative GPA as noted on the Bachelor’s transcript.

- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

Course Descriptions for the BSED/E

GEN 200 ...................................................................................3 credits

Foundations for General Education and Professional Success

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional
competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

EDU 300.................................................................................. 0 credits

Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample, and technology resources will be discussed.

EDU 301 ................................................................................... 3 credits

Foundations of Education
This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.

EDU 315 ................................................................................... 3 credits

Legal & Ethical Issues in Education
This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional and personal conduct of teachers.

EDU 311 ................................................................................... 3 credits

Models and Theories of Instruction
This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.

EDU 321 ................................................................................... 3 credits

Classroom Management
This course examines the strategies used in managing a positive elementary classroom. Topics include models of discipline, motivation, disruptive students, classroom expectations and procedures, parent communication, and materials management and record keeping. Students will develop an individual classroom management plan.

EDU 305 .................................................................................. 3 credits

Child Development
This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a pre K-8 environment.

EED 400 ................................................................................... 3 credits

Assessment in Elementary Education
This course identifies what assessment is and how formative and summative assessments are used in the classroom. The course will include construction of objective and performance assessments, topics on reliability and validity, understanding the uses of standardized assessments, and the framework of assessment.

RDG 350 ................................................................................... 3 credits

Children’s Literature
This course will examine the use of children’s literature in the elementary school classroom. Various genres will be studied as well as the application of children’s literature to instruction and assessment in reading. Methods for integrating the use of children’s literature in all content areas will be examined.

RDG 420 ................................................................................... 3 credits

Elementary Methods - Reading/Language Arts
This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.

RDG 415 ................................................................................... 3 credits

Diagnosis and Remediation of Reading Difficulties
This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final diagnostic and instructional recommendations report will be developed based on student test data provided.

SEI 300 ................................................................................... 3 credits

Structured English Immersion
This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and ELL’s acquire English.

SEI 301 ................................................................................... 3 credits

Advanced Structured English Immersion Methods
This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona’s Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instruction strategies taught in the course.

SPE 300 ................................................................................... 3 credits

Orientation to the Exceptional Child
This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special educa-
**University of Phoenix, 2013-2014**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EED 416</td>
<td>Elementary Methods - Mathematics</td>
<td>3 credits</td>
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<td>EED 420</td>
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<td>EED 498</td>
<td>Elementary Education Seminar</td>
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<td>EED 499</td>
<td>Elementary Student Teaching, Seminar I</td>
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<td>MTH 213</td>
<td>Mathematics for Elementary Educators I</td>
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<td>HIS 301</td>
<td>United States Constitution</td>
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<tr>
<td>HIS 110</td>
<td>US History to 1865</td>
<td>3 credits</td>
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**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.

**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.

**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 number properties, patterns, operations and algebraic reasoning and problem solving.

**Math for Elementary Teachers II**

This is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis.

**Cultural Diversity**

This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.

**United States Constitution**

This course is a five-week introduction to the historical, political, philosophical, and economic roots of the Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution as the Bill of Rights as well as later amendments and the issues of slavery and civil rights as seen through major court decisions.

**US History to 1865**

This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period.

**Bachelor of Science in Education/Elementary Education (Florida)**

The following Bachelor of Science in Education/Elementary Education (BSED/E) program may be offered at these University of Phoenix campus
locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may wish to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Education/Elementary (BSEd-E) is an undergraduate degree program preparing candidates for teacher licensure. The guiding philosophy of the BSEd/E program is to provide students with the skills and knowledge that will allow them to become competent and effective educators. This program focuses on elementary student learning by developing the skills of the educator responsible for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher.

Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsed-e.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

Introductory Course, 3 total credits
GEN 200 .......................................................... 3 credits
Foundations for General Education and Professional Success

Orientation, 0 total credits
EDU 300 .......................................................... 0 credits
Orientation to Teacher Education

History and Foundations of Education, 6 total credits
EDU 301 .......................................................... 3 credits
Foundations of Education
EDU 315 .......................................................... 3 credits
Legal & Ethical Issues in Education

Educational Theories and Models, 6 total credits
EDU 311 .......................................................... 3 credits
Models and Theories of Instruction
EDU 321 .......................................................... 3 credits
Classroom Management

Human Development, 3 total credits
EDU 305 .......................................................... 3 credits
Child Development

Assessment, 3 total credits
EED 400 .......................................................... 3 credits

Reading, 9 total credits
RDG 350 .......................................................... 3 credits
Children’s Literature
RDG 420 ~ ..................................................... 3 credits
Elementary Methods - Reading/Language Arts
RDG 415 ~ ..................................................... 3 credits
Diagnosis and Remediation of Reading Difficulties

Special Populations, 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 416 ~ ..................................................... 3 credits
Elementary Methods - Mathematics
EED 420 ~ ..................................................... 3 credits
Elementary Methods - Science
EED 425 ~ ..................................................... 3 credits
Elementary Methods - Health/PE
EED 430 ~ ..................................................... 3 credits
Elementary Methods - Social Studies
EED 435 ~ ..................................................... 3 credits
Elementary Methods - Fine Arts

Student Teaching & Field Experience, 9 total credits
EDU 390 ~ ..................................................... 1 credit
Elementary Education Seminar
EED 498 ~ ..................................................... 4 credits
Elementary Student Teaching, Seminar I
EED 499 ~ ..................................................... 4 credits
Elementary Student Teaching, Seminar II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BSEd/E

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Candidacy Status for the BSEd/E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
• Level 2 Candidate Status is completed prior to the completion of 12 Required Course of Study (Core) credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file and the student’s eXp file.
• Demonstration of basic skills proficiency
• Verification of fingerprint clearance
Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the BSED/E
• Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 60 upper division credits in the Required Program Category Preferred Sequence.
  - A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.5.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, practicum courses and/or alternative clinical practice.
• Complete course within the sequence specified by course prerequisite requirements.
• Meet state requirements as set forth by state of residency to receive state endorsement.
• Complete Field Experience Observation Record (100 hours).
• All Students must complete the minimum number of credits required by their degree program.
• The diploma awarded for this program will read as follows: Bachelor of Science in Education Elementary Education

Academic Progression Requirements for the BSED/E
Candidates must provide verification of content knowledge mastery prior to beginning student teaching. Candidates must provide:
• Passing scores on the designated state content knowledge exam.
• Verification of immunization or TB test results (district specific)
• Verification of the completion of 100 hours of field experience
Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• All students must complete GEN 200 as their first course at the University.
• Students must complete all General Education requirements prior to completion of EDU 390.
Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the BSED/E
• A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses in order to student teach: EDU 390, EED 498, EED 499.
• Candidates must earn a “B” or better in Elementary Student Teaching I & II in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the BSED/E
• Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
• Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally accredited transferable coursework.
• In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing.
• Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed and transcripted from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.
  - The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved articulation agreement.
• The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.
• Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213 and MTH 214 requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.
• The following courses in the Required Course of Study may not be waived: EDU 300, EDU 311, EDU 321, EDU 390, EED 416, EED 498, EED 499, GEN 200, RDG 415, SPE 300

General Education Requirements for the BSED/E
A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
English/Language Arts Requirement(s) 12 credits
Mathematics Requirement(s) 12 credits
6 credits must include MTH 213 and MTH 214
Physical Biological Science Requirement(s) 6 credits
Social Studies Requirement(s) 9 credits
3 credits must include SOC 315
3 credits must include HIS 301 or HIS 110
Fine Arts Requirement(s) 3 credits
Art, music, drama or dance
Humanities Requirement(s) 3 credits
Additional Liberal Arts Requirement(s) 9 credits
For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.
All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Field Experience for BSED/E
Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through grade eight. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the BSED/E
Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
• Student teaching is the culminating experience of the Bachelor of Science in Education program. Students must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience.
• 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.

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one
year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary. 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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

**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.
- Online students may submit a passing score on a comparable professional knowledge examination from another state or agency taken within the past 10 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 301** .................................................................3 credits

**Orientation to Teacher Education**
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample, and technology resources will be discussed.

**EDU 305** .................................................................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 311** .................................................................3 credits

**Legal & Ethical Issues in Education**
This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional and personal conduct of teachers.

**EDU 311** .................................................................3 credits

**Models and Theories of Instruction**
This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.

**EDU 321** .................................................................3 credits

**Classroom Management**
This course examines the strategies used in managing a positive elementary classroom. Topics include models of discipline, motivation, disruptive students, classroom expectations and procedures, parent communication, and materials management and record keeping. Students will develop an individual classroom management plan.

**EDU 303** .................................................................3 credits

**Child Development**
This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a pre K-8 environment.

**EDU 400** .................................................................3 credits

**Assessment in Elementary Education**
This course identifies what assessment is and how formative and summative assessments are used in the classroom. The course will include construction of objective and performance assessments, topics on reliability and validity, understanding the uses of standardized assessments, and the framework of assessment.

**RDG 350** .................................................................3 credits

**Children’s Literature**
This course will examine the use of children’s literature in the elementary school classroom. Various genres will be studied as well as the application of children’s literature to instruction and assessment in reading. Methods for integrating the use of children’s literature in all content areas will be examined.

**RDG 420** .................................................................3 credits

**Elementary Methods - Reading/Language Arts**
This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.

**RDG 415** .................................................................3 credits

**Diagnosis and Remediation of Reading Difficulties**
This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening,
diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final diagnostic and instructional recommendations report will be developed based on student test data provided.

SEI 300 ................................................................. 3 credits

Structured English Immersion

This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELLs), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and ELL’s acquire English.

SEI 301 ................................................................. 3 credits

Advanced Structured English Immersion Methods

This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona’s Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.

SPE 300 ................................................................. 3 credits

Orientation to the Exceptional Child

This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

EED 416 ................................................................. 3 credits

Elementary Methods - Mathematics

This course focuses on methodology and assessment strategies that enhance learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing students’ problem-solving skills.

EED 420 ................................................................. 3 credits

Elementary Methods - Science

This course focuses on methodology and assessment strategies that enhance learning in science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.

EED 425 ................................................................. 3 credits

Elementary Methods - Health/PE

This course provides an overview of the physical education and health state and national standards and provides a context for how these are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored.

EED 430 ................................................................. 3 credits

Elementary Methods - Social Studies

This course defines and provides a context for teaching and assessing students in the areas of social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop a variety of data collection tools designed to assess student learning.

EED 435 ................................................................. 3 credits

Elementary Methods - Fine Arts

This course defines and provides a context for teaching and assessing students in the area of fine arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

EDU 390 ................................................................. 1 credit

Elementary Education Seminar

This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through an interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

EED 498 ................................................................. 4 credits

Elementary Student Teaching, Seminar I

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

EED 499 ................................................................. 4 credits

Elementary Student Teaching, Seminar II

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

MTH 213 ................................................................. 3 credits

Mathematics for Elementary Educators I

This is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of this course is on the conceptual framework for teaching and assessing elementary school students in the area of mathematics based on national and state standards. The course emphasizes the design and implementation of the Teacher Work Sample.
Math for Elementary Teachers II
This is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis.
SOC 315 ................................................................. 3 credits
Cultural Diversity
This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.
HIS 301 .................................................................................. 3 credits
United States Constitution
This course is a five-week introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution as the Bill of Rights as well as later amendments and the issues of slavery and civil rights as seen through major court decisions.
HIS 110 .................................................................................. 3 credits
US History to 1865
This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period.
Bachelor of Science in Education/Elementary Education (New Mexico)

The Bachelor of Science in Education/Elementary Education (BSEd-E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Education/Elementary (BSEd-E) is an undergraduate degree program preparing candidates for teacher licensure. The guiding philosophy of the BSEd/E program is to provide students with the skills and knowledge that will allow them to become competent and effective educators. This program focuses on elementary student learning by developing the skills of the educator responsible for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsed-e.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections
Introductory Course, 3 total credits
GEN 200 ................................................................. 3 credits
 Foundations for General Education and Professional Success
Orientation, 0 total credits
EDU 300 ................................................................. 0 credits
 Orientation to Teacher Education
History and Foundations of Education, 6 total credits
EDU 301 ~ ................................................................. 3 credits
 Foundations of Education
EDU 315 ~ ................................................................. 3 credits
 Legal & Ethical Issues in Education
Educational Theories and Models, 6 total credits
EDU 311 ~ ................................................................. 3 credits
 Models and Theories of Instruction
EDU 321 ................................................................. 3 credits
 Classroom Management
Human Development, 3 total credits
EDU 305 ~ ................................................................. 3 credits
 Child Development
Reading, 6 total credits
RDG 420 ~ ................................................................. 3 credits
 Elementary Methods -Reading/Language Arts
RDG 415 ~ ................................................................. 3 credits
 Diagnosis and Remediation of Reading Difficulties
Special Populations, 6 total credits
ESL 300 ................................................................. 3 credits
 Teaching English Language Learners
SPE 300 ................................................................. 3 credits
 Orientation to the Exceptional Child
Elementary Methods, 12 total credits
EED 416 ~ ................................................................. 3 credits
 Elementary Methods - Mathematics
EED 420 ~ ................................................................. 3 credits
 Elementary Methods - Science
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
EDU 498 ~ ................................................................. 4 credits
 Elementary Student Teaching, Seminar I
EDU 499 ~ ................................................................. 4 credits
 Elementary Student Teaching, Seminar II
The University reserves the right to modify the required course of Study.

**Additional Admission Requirements for the BSED/E**
All applicants are expected to meet the following admissions requirements:
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

**Candidacy Status for the BSED/E**
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 Required Course of Study 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 entered in IS3 and the student’s eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

**Degree Completion Requirements for the BSED/E**
Completion of a minimum of 129 credits that include the following distribution:
- A minimum of 48 upper division credits in the Required Program Category Preferred Sequence.
- A minimum of 78 of the 129 credits must be in the general education areas approved by the University.
- A minimum grade point average (GPA) of 2.5.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Complete courses within the sequence specified by course prerequisite requirements.
- Meet state requirements as set forth by state of residency to receive state endorsement.
- Complete Field Experience Observation Record (100 hours).
- All students must complete the minimum number of credits required by their degree program.
- The diploma awarded for this program will read as: 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:
- Passing scores on the designated state content knowledge exam.
- 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.

**Residency Requirements and Course Waivers for the BSED/E**
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.
Students in this program may waive a maximum of 21 credits from their required course of study on the basis of regionally accredited transferable coursework.
In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a
waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

The following courses in the Required Course of Study may not be waived: EDU 300, EDU 311, EDU 321, EDU 390, EED 416, EED 498, EED 499, GEN 200, RDG 415, SPE 300

General Education Requirements for the BSED/E

A minimum of 78 of the 129 credits must be in the general education areas approved by the University. Candidates must complete one of the following Content Areas: English/Language Arts, Mathematics or Social Studies. Content Area credits (18) combined with General Education credit requirements listed in the table below for the categories of English/Language Arts (12), Mathematics (12) and Social Studies (12) will provide candidates with a total of 30 credits in their selected Content Area. The 30 credits in the Content Area must include a breakdown of 15 upper division credits and 15 lower division credits.

English/Language Arts Requirement(s) 12 credits
May include COMM 251
Spanish Requirement(s) 3 credits
Mathematics Requirement(s) 12 credits
6 credits must include MTH 213 and MTH 214
Physical/Biological Science Requirement(s) 12 credits
Must include at least 3 credits in Physical Science and 3 credits in Biological Science
Social Studies Requirement(s) 18 credits
3 credits must include U.S. Constitution
12 credits must be in History, American History or Western Civilization
3 credits must be in Government, Economics or Sociology
Fine Arts Requirement(s) 3 credits
Art, music, drama or dance
Content Area 18 credits

English/Language Arts, Mathematics and Social Studies
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.

Student Teaching for the BSED/E

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:

- Passing scores on the state mandated content exam
- Candidates must earn a “B” or better in Elementary Education Seminar. If a candidate receives less than a “B” (B- or lower, or an incomplete grade), they must repeat the course.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.
- Student teaching can only be repeated one time.

Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.

Candidates that do not successfully complete the second student teaching program will be removed from the program and are not eligible for re-entry.

Candidates must student teach in a self-contained elementary setting. Candidates may not student teach in special education.

Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.

Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching for the BSED/E

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

- Candidates must successfully pass the Elementary Education Seminar with a “B” or better.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

University of Phoenix, 2013-2014
Field Experience for the 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.

Additional Academic Program Re-entry Policy for the BSED/E

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the BSED/E

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

Course Descriptions for the BSED/E

**GEN 200** .......................................................................................................................... 3 credits

**Foundations for General Education and Professional Success**

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

**EDU 300** .......................................................................................................................... 0 credits

**Orientation to Teacher Education**

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample, and technology resources will be discussed.

**EDU 301** .......................................................................................................................... 3 credits

**Foundations of Education**

This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.

**EDU 315** .......................................................................................................................... 3 credits

**Legal & Ethical Issues in Education**

This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional and personal conduct of teachers.

**EDU 311** .......................................................................................................................... 3 credits

**Models and Theories of Instruction**

This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson planing and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson planing and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plans will design will be explored, and students will create an original lesson plan.

**EDU 321** .......................................................................................................................... 3 credits

**Classroom Management**

This course examines the strategies used in managing a positive elementary classroom. Topics include models of discipline, motivation, disruptive students, classroom expectations and procedures, parent communication, and materials management and record keeping. Students will develop an individual classroom management plan.

**EDU 305** .......................................................................................................................... 3 credits

**Child Development**

This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a pre K-8 environment.

**RDG 420** .......................................................................................................................... 3 credits

**Elementary Methods - Reading/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.

**RDG 415** .......................................................................................................................... 3 credits
Diagnosis and Remediation of Reading Difficulties
This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final diagnostic and instructional recommendations report will be developed based on student test data provided.

ESL 300 ................................................................. 3 credits

Teaching English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to 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 300 ................................................................. 3 credits

Orientation to the Exceptional Child
This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

EED 416 ................................................................. 3 credits

Elementary Methods - Mathematics
This course focuses on methodology and assessment strategies that enhance learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing students’ problem-solving skills.

EED 420 ................................................................. 3 credits

Elementary Methods - Science
This course focuses on methodology and assessment strategies that enhance learning in science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.

EED 430 ................................................................. 3 credits

Elementary Methods - Social Studies
This course defines and provides a context for teaching and assessing students in the areas of social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop a variety of data collection tools designed to assess student learning.

EED 435 ........................................................................ 3 credits

Elementary Methods - Fine Arts
This course defines and provides a context for teaching and assessing students in the area of fine arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

EDU 390 ........................................................................ 1 credit

Elementary Education Seminar
This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

EED 498 ........................................................................ 4 credits

Elementary Student Teaching, Seminar I
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

EED 499 ........................................................................ 4 credits

Elementary Student Teaching, Seminar II
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

COMM 251 .................................................................. 3 credits

Rhetoric and Critical Thinking
This course in critical thinking and informal logic helps students develop the ability to reason clearly and critically. It includes an introduction to the disciplines of inductive and deductive logic, fallacious reasoning, and problem-solving techniques. Emphasis is placed on the identification and management of the perception process, use of assumptions, emotional influences, and language in various forms of communication.

MTH 213 .................................................................. 3 credits

Mathematics for Elementary Educators I
This is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.

MTH 214 .................................................................. 3 credits
**Math for Elementary Teachers II**
This is the second course in a two-part series designed for K-8 preservice teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis.

**Bachelor of Science Education/Elementary Education**

The following Bachelor of Science in Education/Elementary Education (BSED/E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Education/Elementary (BSED-E) is an undergraduate degree program preparing candidates for teacher licensure. The guiding philosophy of the BSED-E program is to provide students with the skills and knowledge that will allow them to become competent and effective educators. This program focuses on elementary student learning by developing the skills of the educator responsible for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 200 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsed-e.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Program Category Requirements and Course Selections**

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory Course, 3 total credits</strong></td>
<td>3 credits</td>
</tr>
<tr>
<td>GEN 200 ..................................................................</td>
<td>3 credits</td>
</tr>
<tr>
<td>Foundations for General Education and Professional Success</td>
<td></td>
</tr>
<tr>
<td><strong>Orientation, 0 total credits</strong></td>
<td>0 credits</td>
</tr>
<tr>
<td>EDU 300 .................................................................</td>
<td>0 credits</td>
</tr>
<tr>
<td>Orientation to Teacher Education</td>
<td></td>
</tr>
<tr>
<td><strong>History and Foundations of Education, 6 total credits</strong></td>
<td>6 credits</td>
</tr>
<tr>
<td>EDU 301 ~ ..........................................................</td>
<td>3 credits</td>
</tr>
<tr>
<td>Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>EDU 315 ~ ..........................................................</td>
<td>3 credits</td>
</tr>
<tr>
<td>Legal &amp; Ethical Issues in Education</td>
<td></td>
</tr>
<tr>
<td><strong>Educational Theories and Models, 6 total credits</strong></td>
<td>6 credits</td>
</tr>
<tr>
<td>EDU 311 ~ ..........................................................</td>
<td>3 credits</td>
</tr>
<tr>
<td>Models and Theories of Instruction</td>
<td></td>
</tr>
<tr>
<td>**EDU 321 ..................................................................</td>
<td>3 credits</td>
</tr>
<tr>
<td>Classroom Management</td>
<td></td>
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<tr>
<td><strong>Human Development, 3 total credits</strong></td>
<td>3 credits</td>
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<tr>
<td>EDU 305 ~ ..........................................................</td>
<td>3 credits</td>
</tr>
<tr>
<td>Child Development</td>
<td></td>
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<tr>
<td><strong>Assessment, 3 total credits</strong></td>
<td>3 credits</td>
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<tr>
<td>EED 400 ..................................................................</td>
<td>3 credits</td>
</tr>
<tr>
<td>Assessment in Elementary Education</td>
<td></td>
</tr>
<tr>
<td><strong>Reading, 9 total credits</strong></td>
<td>9 credits</td>
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<tr>
<td>RDG 412 ..................................................................</td>
<td>3 credits</td>
</tr>
<tr>
<td>Scientifically Based Literacy Instruction</td>
<td></td>
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<tr>
<td>RDG 415 ~ ..........................................................</td>
<td>3 credits</td>
</tr>
<tr>
<td>Diagnosis and Remediation of Reading Difficulties</td>
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<tr>
<td>RDG 418 ..................................................................</td>
<td>3 credits</td>
</tr>
<tr>
<td>Phonological Theory and Reading Instruction</td>
<td></td>
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<tr>
<td><strong>Special Populations, 6 total credits</strong></td>
<td>6 credits</td>
</tr>
<tr>
<td>ESL 300 ..................................................................</td>
<td>3 credits</td>
</tr>
<tr>
<td>Teaching English Language Learners</td>
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<tr>
<td>SPE 300 ..................................................................</td>
<td>3 credits</td>
</tr>
<tr>
<td>Orientation to the Exceptional Child</td>
<td></td>
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<tr>
<td><strong>Elementary Methods, 15 total credits</strong></td>
<td>15 credits</td>
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<tr>
<td>EED 416 ~ ..........................................................</td>
<td>3 credits</td>
</tr>
<tr>
<td>Elementary Methods - Mathematics</td>
<td></td>
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<tr>
<td>EED 420 ~ ..........................................................</td>
<td>3 credits</td>
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<tr>
<td>Elementary Methods - Science</td>
<td></td>
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<tr>
<td>EED 425 ~ ..........................................................</td>
<td>3 credits</td>
</tr>
<tr>
<td>Elementary Methods - Health/PE</td>
<td></td>
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<tr>
<td>EED 430 ~ ..........................................................</td>
<td>3 credits</td>
</tr>
<tr>
<td>Elementary Methods - Social Studies</td>
<td></td>
</tr>
<tr>
<td>EED 435 ~ ..........................................................</td>
<td>3 credits</td>
</tr>
<tr>
<td>Elementary Methods - Fine Arts</td>
<td></td>
</tr>
<tr>
<td><strong>Student Teaching and Field Experience, 9 total credits</strong></td>
<td>9 credits</td>
</tr>
<tr>
<td>EDU 390 ~ ..........................................................</td>
<td>1 credit</td>
</tr>
<tr>
<td>Elementary Education Seminar</td>
<td></td>
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<tr>
<td>EED 498 ~ ..........................................................</td>
<td>4 credits</td>
</tr>
<tr>
<td>Elementary Student Teaching, Seminar I</td>
<td></td>
</tr>
<tr>
<td>EED 499 ~ ..........................................................</td>
<td>4 credits</td>
</tr>
<tr>
<td>Elementary Student Teaching, Seminar II</td>
<td></td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of Study.

**Additional Admission Requirements for the BSED/E**

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

**Candidacy Status for the BSED/E**

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to con-
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Complete courses within the sequence specified by course prerequisites.
• Meet state requirements as set forth by state of residency to receive state endorsement.
• Complete Field Experience Observation Record (200 hours).
• All students must complete the minimum number of credits required by their degree program.
• The diploma awarded for this program will read as: 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:

- Passing scores on the designated state content knowledge exam.
- Verification of immunization or TB test results (district specific).
- Verification of the completion of 200 hours of field experience.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework, certain program areas must be satisfied before students can progress to others.
- All students must complete GEN 200 as their first course at the University.

Students must complete all General Education requirements prior to completion of EDU 390.

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

**Minimum Grade Requirements for the BSED/E**

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: EDU 390, EED 498, EED 499
- Candidates must earn a "B" or better in Elementary Student Teaching I & II in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

**Residency Requirements and Course Waivers for the BSED/E**

Students must meet 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 30 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcibed from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
• The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213 and MTH 214 requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.

The following courses in the Required Course of Study may not be waived: EDU 300, EDU 311, EDU 321, EDU 390, EED 416, EED 498, EED 499, GEN 200, RDG 412, RDG 415, RDG 418, SPE 300

General Education Requirements for the BSED/E

A minimum of 60 of the 120 credits must be in the general education areas approved by the University.

Candidates must complete one of the following Content Areas: English/Language Arts, Mathematics, Social Studies or Science.

Candidates who select English/Language Arts, Mathematics or Social Studies as their Content Area are required to complete the general education requirements outlined below:

English/Language Arts Requirement(s) 12 credits
Mathematics Requirement(s) 12 credits
6 credits must include MTH 213 and MTH 214

Physical/Biological Science Requirement(s) 6 credits
Must include at least 3 credits in Physical Science and 3 credits in Biological Science

Social Studies Requirement(s) 12 credits
Must include HIS 301
Fine Arts Requirement(s) 6 credits
Art, music, drama or dance

Content Area 12 credits

Students must complete an additional 12 credits for their selected Content Area outside of their English, Mathematics and Social Studies general education requirements.

Candidates who select Science as their Content Area are required to complete the general education requirements outlined below:

English/Language Arts Requirement(s) 12 credits
Mathematics Requirement(s) 12 credits
6 credits must include MTH 213 and MTH 214

Physical/Biological Science Requirement(s) 6 credits
Must include at least 3 credits in Physical Science and 3 credits in Biological Science

Social Studies Requirement(s) 12 credits
Must include HIS 301
Fine Arts Requirement(s) 6 credits
Art, music, drama or dance

Content Area 12 credits

Students must complete an additional 18 credits for their selected Content Area outside of their Physical/Biological Science general education requirements.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

All undergraduate students are required to complete the minimum general education credits required by their program version.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Field Experience for BSED/E

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 200 hours of verified field experiences, covering a variety of developmental levels from ages birth through grade eight. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the BSED/E

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

• Student teaching is the culminating experience of the Bachelor of Science in Education program. Students must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience.

• Student teaching must occur in a K-8 self-contained classroom setting under the supervision of a certified teacher. This applies to self-contained settings only, not departmentalized settings.

• Candidates wishing to do their student teaching in a single subject in grades 6 - 8 must provide the following prior to Student Teaching I:
  • Transcripts documenting of a minimum of 24 semester credits in their content area.
  • Passing scores on the state mandated content exam.
  • Candidates must earn a "B" or better in Elementary Education Seminar. If a candidate receives less than a "B" (B- or lower, or an incomplete grade), they must repeat the course.
  • Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.

• Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.

• Student teaching can only be repeated one time.

• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.

• Candidates that do not successfully complete the second student teaching program will be removed from the program and are not eligible for re-entry.

• Candidates must student teach in a self-contained elementary setting. Candidates may not student teach in special education.
• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

**Out of state Student Teaching for the BSED/E**
Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

• Candidates must successfully pass the Elementary Education Seminar with a "B" or better.
• Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
• Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

**Additional Academic Program Re-entry Policy for the BSED/E**
Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary. 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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

**Institutional Recommendation for the BSED/E**
• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
• Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
• Candidates must pass their state-mandated professional knowledge exam.

• Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

**Course Descriptions for the BSED/E**

**GEN 200 .................................................................3 credits**

**Foundations for General Education and Professional Success**
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

EDU 301 .................................................................3 credits

**Orientation to Teacher Education**
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample, and technology resources will be discussed.

EDU 315 .................................................................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 311 .................................................................3 credits

**Legal & Ethical Issues in Education**
This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional and personal conduct of teachers.

EDU 321 .................................................................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 332 .................................................................3 credits

**Classroom Management**
This course examines the strategies used in managing a positive elementary classroom. Topics include models of discipline, motivation, disruptive students, classroom expectations and procedures, parent communication, and materials management and record keeping. Students will develop an individual classroom management plan.

EDU 305 .................................................................3 credits

**Child Development**
This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emo- tional, 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.
This course identifies what assessment is and how formative and summative assessments are used in the classroom. The course will include construction of objective and performance assessments, topics on reliability and validity, understanding the uses of standardized assessments, and the framework of assessment.

**Diagnosis and Remediation of Reading Difficulties**

This 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.

**Phonological Theory and Reading Instruction**

This course defines and provides a context for teaching and assessing students in the area of fine arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

**EED 416** ................................................................. 3 credits

**Elementary Methods - Mathematics**

This course focuses on methodology and assessment strategies that enhance learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing students' problem-solving skills.

**EED 420** ................................................................. 3 credits

**Elementary Methods - Science**

This course focuses on methodology and assessment strategies that enhance learning in science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.

**EED 425** ................................................................. 3 credits

**Elementary Methods - Social Studies**

This course defines and provides a context for teaching and assessing students in the area of fine arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

**EDU 390** ................................................................. 1 credit

**Elementary Education Seminar**

This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

**EED 498** ................................................................. 4 credits
Elementary Student Teaching, Seminar I
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 499 ................................................................. 4 credits

Elementary Student Teaching, Seminar II
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
MTH 213................................................................. 3 credits
Mathematics for Elementary Educators I
This is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on number properties, patterns, operations and algebraic reasoning and problem solving.
MTH 214................................................................. 3 credits
Math for Elementary Teachers II
This is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis.
SOC 315 ................................................................. 3 credits

Cultural Diversity
This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.
HIS 301 ................................................................. 3 credits

United States Constitution
This course is a five-week introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution as well as later amendments and the issues of slavery and civil rights as seen through major court decisions.

Bachelor of Science in Education Elementary Education (Hawaii)

The following Bachelor of Science in Education Elementary Education (BSEd/E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Education/Elementary (BSEd-E) is an undergraduate degree program preparing candidates for teacher licensure. The guiding philosophy of the BSEd/E program is to provide students with the skills and knowledge that will allow them to become competent and effective educators. This program focuses on elementary student learning by developing the skills of the educator responsible for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher.
Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsed-e.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

Introductory Course, 3 total credits
GEN 200 ................................................................. 3 credits
Foundations for General Education and Professional Success

Orientation, 0 total credits
EDU 300 ................................................................. 0 credits
Orientation to Teacher Education

History and Foundations of Education, 6 total credits
EDU 301 ~ ................................................................. 3 credits
Foundations of Education
EDU 315 ~ ................................................................. 3 credits
Legal & Ethical Issues in Education

Educational Theories and Models, 6 total credits
EDU 311 ~ ................................................................. 3 credits
Models and Theories of Instruction
EDU 321 ................................................................. 3 credits
Classroom Management

Human Development, 3 total credits
EDU 305 ~ ................................................................. 3 credits
Child Development

Assessment, 3 total credits
EED 400 ................................................................. 3 credits
Assessment in Elementary Education

Reading, 9 total credits
RDG 350 ................................................................. 3 credits
Children’s Literature
RDG 420 ~ ................................................................. 3 credits
Elementary Methods - Reading/Language Arts
RDG 415 ~ ................................................................. 3 credits
**Degree Completion Requirements for the BSED/E**

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 60 upper division credits in the Required Program Category Preferred Sequence.
  - A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.5.
  - Satisfactory completion and uploading of the Teacher Work Sample (TWS).
  - Satisfactory completion of any required internship, student teaching, practicum courses and/or alternative clinical practice.
  - Complete course within the sequence specified by course prerequisite requirements.
  - Meet state requirements as set forth by state of residency to receive state endorsement.
  - Complete Field Experience Observation Record (100 hours).
  - All Students must complete the minimum number of credits required by their degree program.
  - The diploma awarded for this program will read as:
    Bachelor of Science in Education
    Elementary Education

**Academic Progression Requirements for the BSED/E**

Candidates must provide the following verification prior to beginning student teaching:

- Passing scores on the designated state content knowledge exam.
- Verification of immunization or TB test results (district specific)
- Verification of the completion of 100 hours of field experience
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All students must complete GEN/200 as their first course at the University.
- Students must complete all General Education requirements prior to completion of EDU 390.
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

**Minimum Grade Requirements for the BSED/E**

- A candidate must earn a grade of "B" (grades if "I" and "B-" are not accepted) or better in the following courses in order to student teach: EDU 390, EED 498, EED 499.
- Candidates must earn a "B" or better in Elementary Student Teaching I & II in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching.
- The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

**Residency Requirements and Course Waivers for the BSED/E**

Students must meet the established University residency requirement for degree conferral. The University requires that the major-
ity of coursework, 30 credits must be a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University college it is replacing and must be an equivalent level or higher level course (i.e., graduate level coursework may be used to waive graduate or undergraduate coursework). Course 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.

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.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

• Candidates must successfully pass the Elementary Education Seminar with a "B" or better.

• Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.

• Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Additional Academic Program Re-entry Policy for the BSED/E
Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the BSED/E
• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).

• Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

• Candidates must pass their state-mandated professional knowledge exam.

• Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

Course Descriptions for the BSED/E
GEN 200 ................................................................. 3 credits
Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

EDU 300 ................................................................................. 0 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample, and technology resources will be discussed.

EDU 301 ................................................................................. 3 credits
Foundations of Education
This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.

EDU 315 ................................................................. 3 credits
Legal & Ethical Issues in Education
This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional and personal conduct of teachers.

EDU 311 ................................................................. 3 credits
Models and Theories of Instruction
This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original les-
son plan.

EDU 321 ................................................................. 3 credits

**Classroom Management**

This course examines the strategies used in managing a positive elementary classroom. Topics include models of discipline, motivation, disruptive students, classroom expectations and procedures, parent communication, and materials management and record keeping. Students will develop an individual classroom management plan.

EDU 305 ................................................................. 3 credits

**Child Development**

This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/ emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a pre K-8 environment.

EED 400 ................................................................. 3 credits

**Assessment in Elementary Education**

This course identifies what assessment is and how formative and summative assessments are used in the classroom. The course will include construction of objective and performance assessments, topics on reliability and validity, understanding the uses of standardized assessments, and the framework of assessment.

RDG 350 ................................................................. 3 credits

**Children’s Literature**

This course will examine the use of children’s literature in the elementary school classroom. Various genres will be studied as well as the application of children’s literature to instruction and assessment in reading. Methods for integrating the use of children’s literature in all content areas will be examined.

RDG 420 ................................................................. 3 credits

**Elementary Methods - Reading/Language Arts**

This course focuses on scientifically based instruction in phonological awareness, linguistic skills, and phonics as fundamental to implementing an effective reading program. Students examine scientific research and distinguish it from non-scientific claims. In addition, they study the applications of scientific research to classroom instruction.

RDG 415 ................................................................. 3 credits

**Diagnosis and Remediation of Reading Difficulties**

This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final diagnostic and instructional recommendations report will be developed based on student test data provided.

ESL 300 ................................................................. 3 credits

**Teaching English Language Learners (ELL)**

This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multi-ethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson plan-

ning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

SPE 300 ................................................................. 3 credits

**Orientation to the Exceptional Child**

This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

EED 416 ................................................................. 3 credits

**Elementary Methods - Mathematics**

This course focuses on methodology and assessment strategies that enhance learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing students’ problem-solving skills.

EED 420 ................................................................. 3 credits

**Elementary Methods - Science**

This course focuses on methodology and assessment strategies that enhance learning in science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.

EED 425 ................................................................. 3 credits

**Elementary Methods - Health/PE**

This course provides an overview of the physical education and health state and national standards and provides a context for how these are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored.

EED 430 ................................................................. 3 credits

**Elementary Methods - Social Studies**

This course defines and provides a context for teaching and assessing students in the areas of social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop a variety of data collection tools designed to assess student learning.

EED 435 ................................................................. 3 credits

**Elementary Methods - Fine Arts**

This course defines and provides a context for teaching and assessing students in the area of fine arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating
Elementary Methods - Integration of Hawaiian Studies
This course focuses on the pedagogy and assessment strategies that enhance student learning of Hawaiian studies. Instructional approaches for the Hawaiian Studies content area within the framework of an integrated curriculum are explored, including the use of critical thinking and study skills. Methods for integrating Hawaiian history, cultural values, and Hawaiian heritage are emphasized. This course provides students with an opportunity to develop the ability to create performance-based activities and assessments, culturally-sensitive instructional methods, curricular materials and resources, and appropriate assessment strategies. Students develop a variety of data-collection tools designed to assess student learning.

EDU 390 ................................................................................... 1 credit
Elementary Education Seminar
This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

EED 498 ................................................................................... 4 credits
Elementary Student Teaching, Seminar I
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

EED 499 ................................................................................... 4 credits
Elementary Student Teaching, Seminar II
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

MTH 213 .................................................................................. 3 credits
Mathematics for Elementary Educators I
This is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.

MTH 214 .................................................................................. 3 credits
Math for Elementary Teachers II
This is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis.

SOC 315 .................................................................................. 3 credits
Cultural Diversity
This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.

His 301 .................................................................................. 3 credits
United States Constitution
This course is a five-week introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution as the Bill of Rights as well as later amendments and the issues of slavery and civils rights as seen through major court decisions.

His 110 .................................................................................. 3 credits
US History to 1865
This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period.

His 265 .................................................................................. 3 credits
Hawaii History and Culture
This is a survey course in the history of Hawaii from Polynesian origins to contemporary multi-cultural society. This course traces the impact of major events, historical figures, and cultures on the development of Hawaii; and considers the Hawaiian response to these forces.

Bachelor of Science in Education/Elementary Education (Nevada)

The following Bachelor of Science in Education/Elementary Education (BSED/E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Education/Elementary (BSED-E) is an undergraduate degree program preparing candidates for teacher licensure. The guiding philosophy of the BSED/E program is to provide students with the skills and knowledge that will allow them to become competent and effective educators. This program focuses on elementary student learning by developing the skills of the educator responsible for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher.

Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety
of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/

Courses requiring prerequisites are identified by a * symbol following the course number.

**Program Category Requirements and Course Selections**

**Introductory Course, 3 total credits**

- GEN 200 ..................................................................................3 credits
  Foundations for General Education and Professional Success

**Orientation, 0 total credits**

- EDU 300 ..................................................................................0 credits
  Orientation to Teacher Education

**History and Foundations of Education, 6 total credits**

- EDU 301 ~ ..................................................................................3 credits
  Foundations of Education
- EDU 315 ~ ..................................................................................3 credits
  Legal & Ethical Issues in Education

**Educational Theories and Models, 6 total credits**

- EDU 311 ~ ..................................................................................3 credits
  Models and Theories of Instruction
- EDU 321 ..................................................................................3 credits
  Classroom Management

**Human Development, 3 total credits**

- EDU 305 ~ ..................................................................................3 credits
  Child Development

**Assessment, 3 total credits**

- EED 400 ..................................................................................3 credits
  Assessment in Elementary Education

**Reading, 9 total credits**

- RDG 350 ..................................................................................3 credits
  Children’s Literature
- RDG 420 ~ ..................................................................................3 credits
  Elementary Methods - Reading/Language Arts
- RDG 415 ~ ..................................................................................3 credits
  Diagnosis and Remediation of Reading Difficulties

**Special Populations, 6 total credits**

- ESL 300 ..................................................................................3 credits
  Teaching English Language Learners
- SPE 300 ..................................................................................3 credits
  Orientation to the Exceptional Child

**Elementary Methods, 15 total credits**

- EED 416 ~ ..................................................................................3 credits
  Elementary Methods - Mathematics
- EED 420 ~ ..................................................................................3 credits
  Elementary Methods - Science
- EED 425 ~ ..................................................................................3 credits
  Elementary Methods - Health/PE
- EED 430 ~ ..................................................................................3 credits
  Elementary Methods - Social Studies
- EED 435 ~ ..................................................................................3 credits
  Elementary Methods - Fine Arts

**Student Teaching, 9 total credits**

- EDU 390 ~ ..................................................................................1 credit
  Elementary Education Seminar
- EED 498 ~ ..................................................................................4 credits
  Elementary Student Teaching, Seminar I
- EED 499 ~ ..................................................................................4 credits
  Elementary Student Teaching, Seminar II

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the BSED/E**

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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.
- Applicants must be currently employed or have access to a work environment.

**Candidacy Status for the BSED/E**

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 Required Course of Study 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 entered in IS3 and the student’s eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

**Degree Completion Requirements for the BSED/E**

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 57 upper division credits in the Required Program Category Preferred Sequence.
  - A minimum of 51 of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.5.
  - Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Complete courses within the sequence specified by course prerequisite requirements.
• Meet state requirements as set forth by state of residency to receive state endorsement.
• Complete Field Experience Observation Record (100 hours).
• All students must complete the minimum number of credits required by their degree program.
• The diploma awarded for this program will read as: 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:
• Passing scores on the designated state content knowledge exam.
• Verification of immunization or TB test results (district specific)
• Verification of the completion of 100 hours of field experience

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

All students must complete GEN 200 as their first course at the University.

Students must complete all General Education requirements prior to completion of EDU 390.

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

**Minimum Grade Requirements for the BSED/E**

- A candidate must earn a grade of “B” (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: EDU 390, EED 498, EED 499.
- Candidates must earn a “B” or better in Elementary Student Teaching I & II in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

**Residency Requirements and Course Waivers for the BSED/E**

Students must meet 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 30 credits from their required course of study on the basis of regionally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed and transcripted from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213 and MTH 214 requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.

The following courses in the Required Course of Study may not be waived: GEN 200, EDU 300, EDU 311, EDU 321, EDU 390, EED 416, EED 498, EED 499, RDG 415, SPE 300.

**General Education Requirements for the BSED/E**

A minimum of 51 of the 120 credits must be in the general education areas approved by the University.

- English/Language Arts Requirement(s) 12 credits
- Mathematics Requirement(s) 12 credits
- 6 credits must include MTH 213 and MTH 214
- Social Studies Requirement(s) 12 credits
- 6 credits must include SOC 315 and HIS 311 Nevada Constitution
- Physical/Biological Science Requirement(s) 6 credits
- Fine Arts Requirement(s) 3 credits
- Art, music, drama or dance
- Humanities Requirement(s) 3 credits
- Additional Liberal Arts Requirement(s) 3 credits
- For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

All undergraduate students must satisfy math and English proficiency prior to enrolling in any course that requires math or English as a prerequisite. Note: Advanced exams such as Calculus or Freshman Composition and /or equivalent DANTES or Excelsior
Candidates must be enrolled in Student Teaching Seminar I and Student teachers who are removed from a placement at the University of Phoenix, 2013-2014. Unapproved self-terminations of student teaching will result in candidates wishing to do their student teaching in a single field experience counts as one of their two student teaching attempts. 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. 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.

Field Experience for BSED/E

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through grade eight. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the BSED/E

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Student teaching is the culminating experience of the Bachelor of Science in Education program. Students must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience.
- Student teaching must occur in a K-8 self-contained classroom setting under the supervision of a certified teacher. This applies to self-contained settings only, not departmentalized settings.
- Candidates wishing to do their student teaching in a single subject in grades 6 - 8 must provide the following prior to Student Teaching I:
  - Transcripts documenting a minimum of 24 semester credits in their content area
  - Passing scores on the state mandated content exam
  - Candidates must earn a "B" or better in Elementary Education Seminar. If a candidate receives less than a "B" (B- or lower, or an incomplete grade), they must repeat the course.
  - Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
  - Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.
  - Student teaching can only be repeated one time.
  - Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates that do not successfully complete the second student teaching program will be removed from the program and are not eligible for re-entry.
- Candidates must 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.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

- Candidates must successfully pass the Elementary Education Seminar with a "B" or better.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Additional Academic Program Re-entry Policy for the BSED/E

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary. 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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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 school law, state and U.S. Constitution coursework, as required by the state certification agency.

Course Descriptions for the BSED/E

GEN 200................................................................. 3 credits
Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

EDU 300 .............................................................. 3 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample, and technology resources will be discussed.

EDU 305 .............................................................. 3 credits
Foundations of Education
This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.

EDU 315 .............................................................. 3 credits
Legal & Ethical Issues in Education
This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional and personal conduct of teachers.

EDU 311 .............................................................. 3 credits
Models and Theories of Instruction
This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.

EDU 321 .............................................................. 3 credits
Classroom Management
This course examines the strategies used in managing a positive elementary classroom. Topics include models of discipline, motivation, disruptive students, classroom expectations and procedures, parent communication, and materials management and record keeping. Students will develop an individual classroom management plan.

EDU 305 ................................................................................................................. 3 credits
Child Development
This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a pre-K-8 environment.

EED 400................................................................................................................. 3 credits
Assessment in Elementary Education
This course identifies what assessment is and how formative and summative assessments are used in the classroom. The course will include construction of objective and performance assessments, topics on reliability and validity, understanding the uses of standardized assessments, and the framework of assessment.

RDG 350 ................................................................................................................. 3 credits
Children’s Literature
This course will examine the use of children’s literature in the elementary school classroom. Various genres will be studied as well as the application of children’s literature to instruction and assessment in reading. Methods for integrating the use of children’s literature in all content areas will be examined.

RDG 420 ................................................................................................................. 3 credits
Elementary Methods - Reading/Language Arts
This course focuses on scientifically based instruction in phonological awareness, linguistic skills, and phonics as fundamental to implementing an effective reading program. Students examine scientific research and distinguish it from non-scientific claims. In addition, they study the applications of scientific research to classroom instruction.

RDG 415 ................................................................................................................. 3 credits
Diagnosis and Remediation of Reading Difficulties
This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final diagnostic and instructional recommendations report will be developed based on student test data provided.

ESL 300 ................................................................................................................. 3 credits
Teaching English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multi-ethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
SPE 300 .................................................................3 credits
Orientation to the Exceptional Child
This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
EED 416 .................................................................3 credits
Elementary Methods - Mathematics
This course focuses on methodology and assessment strategies that enhance learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing students’ problem-solving skills.
EED 420 .................................................................3 credits
Elementary Methods - Science
This course focuses on methodology and assessment strategies that enhance learning in science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 425 .................................................................3 credits
Elementary Methods - Health/PE
This course provides an overview of the physical education and health state and national standards and provides a context for how these are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored.
EED 430 .................................................................3 credits
Elementary Methods - Social Studies
This course defines and provides a context for teaching and assessing students in the areas of social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop a variety of data collection tools designed to assess student learning.
EED 435 .................................................................3 credits
Elementary Methods - Fine Arts
This course defines and provides a context for teaching and assessing students in the area of fine arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.
EDU 390 .................................................................1 credit
Elementary Education Seminar
This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.
EED 498 .................................................................4 credits
Elementary Student Teaching, Seminar I
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 499 .................................................................4 credits
Elementary Student Teaching, Seminar II
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
MTH 213.................................................................3 credits
Mathematics for Elementary Educators I
This is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.
MTH 214.................................................................3 credits
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.
SOC 315 .................................................................3 credits
Cultural Diversity
This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.
HIS 311.................................................................3 credits
United States Constitution
This course is a five-week introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution, known as the Bill of Rights as well as later amendments and the issues of slavery and civil rights as seen through major court decisions.
Bachelor of Science in Education/Elementary Education (Utah)

The following Bachelor of Science in Education/Elementary Education
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 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. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsed-e.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

Introductory Course, 3 total credits
GEN 200 ................................................................................... 3 credits Foundations for General Education and Professional Success

Orientation, 0 total credits
EDU 300 ............................................................................. 0 credits Orientation to Teacher Education

History and Foundations of Education, 6 total credits
EDU 301 ~ ........................................................................... 3 credits Foundations of Education
EDU 315 ~ ........................................................................... 3 credits Legal & Ethical Issues in Education

Educational Theories and Models, 6 total credits
EDU 311 ~ ........................................................................... 3 credits Models and Theories of Instruction
EDU 321 ........................................................................... 3 credits Classroom Management

Human Development, 3 total credits
EDU 305 ~ ........................................................................... 3 credits Child Development

Assessment, 3 total credits
EDU 400 ............................................................................ 3 credits Assessment in Elementary Education

Reading, 9 total credits
RDG 350 .............................................................................. 3 credits Children’s Literature
RDG 420 ~ ........................................................................... 3 credits Elementary Methods - Reading/Language Arts
RDG 415 ~ ........................................................................... 3 credits Diagnosis and Remediation of Reading Difficulties

Special Populations, 6 total credits
ESL 300 .............................................................................. 3 credits Teaching English Language Learners
SPE 300 ........................................................................... 3 credits Orientation to the Exceptional Child

Elementary Methods, 15 total credits
EED 416 ~ ........................................................................... 3 credits Elementary Methods - Mathematics
EED 420 ~ ........................................................................... 3 credits Elementary Methods - Science
EED 425 ~ ........................................................................... 3 credits Elementary Methods - Health/PE
EED 430 ~ ........................................................................... 3 credits Elementary Methods - Social Studies
EED 435 ~ ........................................................................... 3 credits Elementary Methods - Fine Arts

Student Teaching and Field Experience, 9 total credits
EDU 390 ~ ........................................................................... 1 credit Elementary Education Seminar
EED 498 ~ ........................................................................... 4 credits Elementary Student Teaching, Seminar I
EED 499 ~ ........................................................................... 4 credits Elementary Student Teaching, Seminar II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BSED/E

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Candidate Status for the BSED/E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
• Level 2 Candidate Status is completed prior to the completion of 12 Required Course of Study 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 entered in IS3 and the student’s eXp file.
• Demonstration of basic skills proficiency
• Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the BSED/E
Completion of a minimum of 120 credits that include the following distribution:
• A minimum of 57 upper division credits in the Required Program Category Preferred Sequence.
• A minimum of 51 of the 120 credits must be in the general education areas approved by the University.
• A minimum grade point average (GPA) of 2.5.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Complete courses within the sequence specified by course prerequisite requirements.
• Meet state requirements as set forth by state of residency to receive state endorsement.
• Complete Field Experience Observation Record (100 hours).
• All students must complete the minimum number of credits required by their degree program.
• The diploma awarded for this program will read as: 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:
• Passing scores on the designated state content knowledge exam.
• Students must provide verification of a student teaching license and submit of copy of the license prior to the student teaching placement.
• Verification of immunization or TB test results (district specific)
• Verification of the completion of 100 hours of field experience

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• All students must complete GEN 200 as their first course at the University.

Students must complete all General Education requirements prior to completion of EDU 390.

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the BSED/E
• A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses in order to student teach: EDU 390, EED 498, EED 499
• Candidates must earn a “B” or better in Elementary Student Teaching I & II in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching.

The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.

• If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

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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 30 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.
• The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved articulation agreement.
• The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213 and MTH 214
requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.

The following courses in the Required Course of Study may not be waived: GEN 200, EDU 300, EDU 311, EDU 321, EDU 390, EED 416, EED 498, EED 499, RDG 415, SPE 300

General Education Requirements for the BSED/E

A minimum of 51 of the 120 credits must be in the general education areas approved by the University.

English/Language Arts Requirement(s) 12 credits
Must include 3 credit lower division writing course and 3 credit upper division writing course

Mathematics Requirement(s) 12 credits
6 credits must include MTH 213 and MTH 214

Social Studies Requirement(s) 9 credits
3 credits must include HIS 301 or HIS 110
3 credits must include SOC 315

Physical/Biological Science Requirement(s) 6 credits
Must include at least 3 credits in Physical Science and 3 credits in Biological Science

Fine Arts Requirement(s) 3 credits
Art, music, drama or dance

Humanities Requirement(s) 3 credits

Additional Liberal Arts Requirement(s) 6 credits

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the 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 must occur in a K-8 self-contained classroom setting under the supervision of a certified teacher. This applies to self-contained settings only, not departmentalized settings.
- Candidates wishing to do their student teaching in a single subject in grades 6 - 8 must provide the following prior to Student Teaching I:
  - Transcripts documenting of a minimum of 24 semester credits in their content area
  - Passing scores on the state mandated content exam
- Candidates must earn a “B” or better in Elementary Education Seminar. If a candidate receives less than a “B” (B- or lower, or an incomplete grade), they must repeat the course.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates that do not successfully complete the second student teaching program will be removed from the program and are not eligible for re-entry.
- Candidates must student teach in a self-contained elementary setting. Candidates may not student teach in special education.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching for the BSED/E

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

- Candidates must successfully pass the Elementary Education Seminar with a “B” or better.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Additional Academic Program Re-entry Policy for the BSED/E

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their
original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved. Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

**Institutional Recommendation for the BSED/E**

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

**Course Descriptions for the BSED/E**

**GEN 200** ................................. 3 credits

**Foundations for General Education and Professional Success**

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

**EDU 300** ......................................... 0 credits

**Orientation to Teacher Education**

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample, and technology resources will be discussed.

**EDU 301** ......................................... 3 credits

**Foundations of Education**

This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.

**EDU 315** ......................................... 3 credits

**Legal & Ethical Issues in Education**

This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional and personal conduct of teachers.

**EDU 311** ......................................... 3 credits

**Models and Theories of Instruction**

This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.

**EDU 321** ......................................... 3 credits

**Classroom Management**

This course examines the strategies used in managing a positive elementary classroom. Topics include models of discipline, motivation, disruptive students, classroom expectations and procedures, parent communication, and materials management and record keeping. Students will develop an individual classroom management plan.

**EDU 325** ......................................... 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.

**EDD 400** ......................................... 3 credits

**Assessment in Elementary Education**

This course identifies what assessment is and how formative and summative assessments are used in the classroom. The course will include construction of objective and performance assessments, topics on reliability and validity, understanding the uses of standardized assessments, and the framework of assessment.

**RDG 350** ......................................... 3 credits

**Children’s Literature**

This course will examine the use of children’s literature in the elementary school classroom. Various genres will be studied as well as the application of children’s literature to instruction and assessment in reading. Methods for integrating the use of children’s literature in all content areas will be examined.

**RDG 420** ......................................... 3 credits

**Elementary Methods - Reading/Language Arts**

This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.

**RDG 415** ......................................... 3 credits

**Diagnosis and Remediation of Reading Difficulties**

This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides
Teaching English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse students. In addition, the course addresses ways in which the 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.

ESL 300 ..................................................................................... 3 credits

Orientation to the Exceptional Learner
This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

EED 416 ..................................................................................... 3 credits

Elementary Methods - Mathematics
This course focuses on methodology and assessment strategies that enhance learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing students’ problem-solving skills.

EED 420 ..................................................................................... 3 credits

Elementary Methods - Science
This course focuses on methodology and assessment strategies that enhance learning in science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.

EED 425 ..................................................................................... 3 credits

Elementary Methods - Health/PE
This course provides an overview of the physical education and health state and national standards and provides a context for how these are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored.

EED 430 ..................................................................................... 3 credits

Elementary Methods - Social Studies
This course defines and provides a context for teaching and assessing students in the areas of social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop a variety of data collection tools designed to assess student learning.

EED 435 ..................................................................................... 3 credits

Elementary Methods - Fine Arts
This course defines and provides a context for teaching and assessing students in the area of fine arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

EDU 390 ..................................................................................... 1 credit

Elementary Education Seminar
This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

EED 498 ..................................................................................... 4 credits

Elementary Student Teaching, Seminar I
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

EED 499 ..................................................................................... 4 credits

Elementary Student Teaching, Seminar II
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

MTH 213 ..................................................................................... 3 credits

Mathematics for Elementary Educators I
This is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.

MTH 214 ..................................................................................... 3 credits

Math for Elementary Teachers II
This is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis.

SOC 315 ..................................................................................... 3 credits
Cultural Diversity
This course focuses on the issues, challenges, and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class, and cultural background.

HIS 310 ............................................................. 3 credits

United States Constitution
This course is a five-week introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution, known as the Bill of Rights, as well as later amendments and the issues of slavery and civil rights as seen through major court decisions.

SOC 315 ............................................................. 3 credits

Cultural Diversity
This course focuses on the issues, challenges, and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class, and cultural background.

HIS 110 ............................................................. 3 credits

US History to 1865
This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period.

Bachelor of Science in Liberal Studies (California)

The following Bachelor of Science in Liberal Studies (BSLS) program may be offered at these University of Phoenix campuses: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The 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. State License requirements include completion of a state approved program, TB test, fingerprint verification, basic skills exam, content exam, and clinical student teaching experience.

In addition to the requirements listed above, students seeking a California teaching license must also have:

- Certificate of Clearance;
- Pass CBEST, CSET, & RICA examinations;
- Successfully complete a US Constitution course;
- CalTAP assessments;
- Current CPR 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/bsls.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections
Orientation, 0 total credits
EDU 300CA ............................................................. 0 credits

Orientation to Teacher Education

Introductory Course, 3 total credits
GEN 200 ............................................................. 3 credits

Foundations for General Education and Professional Success
Foundations of Education, 3 total credits
EDU 301CA ............................................................. 3 credits

Foundations of Education

Education Models & Theories, 6 total credits
EDU 311CA ~ ............................................................. 3 credits
Models and Theories of Instruction
EDU 321CA ............................................................. 3 credits

Classroom Management

Human Development, 3 total credits
EDU 305CA ~ ............................................................. 3 credits
Child Development

Reading, 3 total credits
RDG 420CA ............................................................. 3 credits
Elementary Methods: Reading and Language Arts

Special Populations, 6 total credits
SPE 300CA ............................................................. 3 credits
Orientation to the Exceptional Child
ELL 300 ............................................................. 3 credits
Instruction and Assessment of English Language Learners

Elementary Methods & Assessment, 6 total credits
EDU 436CA ............................................................. 3 credits
Elementary Methods: Social Science and Fine Arts
EDU 438CA ............................................................. 3 credits
Elementary Methods: Mathematics and Science

Field Experience and Student Teaching, 8 total credits
EDU 498CA ~ ............................................................. 4 credits
Elementary Student Teaching, Seminar I
EDU 499CA ~ ............................................................. 4 credits
Elementary Student Teaching, Seminar II

TPA, 2 total credits
TPA 001 ~ ............................................................. 1 credit
Subject Specific Pedagogy
TPA 002 ~ ............................................................. 1 credit
Designing Instruction

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BSLS
All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
• Applicants must be currently employed or have access to a work environment.
• Verification of negative TB test results
• A receipt of the Request for Certificate of Clearance.
• Students who reside outside of the state of California are not eligible to apply.
• Signed CalTPA Code of Honor

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 12 University of Phoenix credits from the Required Course of Study (Core) of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed.

• Demonstration of basic skills proficiency (CBEST)
• Verification of Certificate of Clearance
• 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.
• Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the BSLS

• Completion of a minimum of 121 credits that include the following distribution:
  • A minimum of 43 upper division credits.
  • A minimum of 81 of the 121 credits must be in the general education areas approved by the University.
  • A minimum grade point average (GPA) of 2.5.
• Satisfactory completion of CalTPA 1-4.
• Satisfactory completion of student teaching.
• Complete courses within the sequence specified by course prerequisite requirements.
• Meet state requirements as set forth by state of residency to receive state endorsement.
• Complete Field Experience Observation Record (100 hours).
• All students must complete the minimum number of credits required by their degree program.
• The diploma awarded for this program will read as: Bachelor of Science in Liberal Studies

Academic Progression Requirements for the BSLS

Candidates must provide verification of content knowledge mastery prior to beginning student teaching. Candidates must provide:

• Verification of content knowledge mastery prior to student teaching (CSET content exam).
• Verification of Disposition Assessments (Self-Evaluation Dispositions Rubric & Personal Assessment Interview)
• Passing score on Teaching Performance Assessment CalTPA 1: Subject-Specific Pedagogy
• Passing score on Teaching Performance Assessment CalTPA 2: Designing Instruction
• Completion of all coursework prior to Student Teaching Seminar I & II with a 2.5 program GPA
• Verification of the completion of 100 hours of field experience.
• Minimum Grade Requirements for the BSLS
• Students must complete GEN 200 and BSLS 101CA as the first two courses at the University.
• Students must complete all coursework prior to entering the Student Teaching experience.

Minimum Grade Requirements for the BSLS

• A candidate must earn a grade of "B" (Grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: 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

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 9 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 "C" (2.0) or better.
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 be comparable in content and credits to the University course it is replacing, and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Students may use a 2 semester credit Constitution course to satisfy the HIS 305CA or HIS 110CA constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213CA and MTH 214CA requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.

The following courses in the Required Course of Study may not be waived: EED 498CA, EED 499CA, GEN 200

**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.

BSLS Orientation, 0 credits

Must include: BSLS 101CA, Orientation to Liberal Studies in Education

English/Language Arts, 21 credits

Must include the following:

- 6 credits in Writing (RDG 201CA)
- 3 credits in Communication
- 3 credits in Linguistics
- 3 credits in American Literature
- 3 credits in Reading

Mathematics, 12 credits

Must include: MTH 213CA and MTH 214CA

Physical/Biological Science, 12 credits

Must include the following:

- 3 credits in Physics
- 3 credits in Biology
- 3 credits in Chemistry
- 3 credits in Earth Science
  (must include two lab sciences)

Social Studies, 15 credits

**Must include the following:**

- 6 credits in World History
- 3 credits in CA History (HIS 305CA)
- 6 credits in U.S. History (HIS 110CA)
- Fine Arts, 9 credits
- Must include: ARTS 100CA, ARTS 230CA, and ARTS 340CA
- Humanities, 6 credits
- Must include: HUM 375CA and PHL 310CA
- Health/Physical Education, 6 credits
- Must include the following:
  - 3 credits in Health/PE (HPE 170CA)
  - 3 credits in Human Nutrition

Coursework which was completed at an institution that offers associate degrees or higher, which was accredited, or a candidate for accreditation at the time the student attended, by a regional or approved national accrediting body, or a foreign institution recognized/authorized by the country’s Ministry of Education, will be reviewed for transfer into the University.

In order to satisfy RDG 201CA with transfer coursework, 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 be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).

Coursework in which students earn a minimum grade of "C-" or grades of credit, pass or satisfactory will be accepted towards student’s degree requirements.

The following courses may not be satisfied by transfer coursework or nontraditional credit (i.e. PLA, NTP, Military, ACE, etc.) and must be completed at University of Phoenix: HUM 375CA, PHL 310CA

All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use liberal arts credits to satisfy the balance in order to complete the minimum general education credits required for their program.

**Field Experience for BSLS**

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through grade eight. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must be placed for field experience by the campus. A Certificate of Clearance and negative TB test is required prior to Field Experience placement.

**Student Teaching for the BSLS**

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
• Student teaching is the culminating experience of the Bachelor of Science in Liberal Studies program. Students must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience.

• Students must complete placements in two elementary grade levels. Placement must occur in two of the following grade levels: K-2, 3-5, 6. One placement is seven weeks and the other placement is eight weeks. These must be in self-contained classroom settings in which the candidate teaches 6 of the 7 multiple subject areas to the same group of students.

• Candidates must earn a "B" or better in Student Teaching Seminar I and II. If a candidate receives less than a "B" (B- or lower, or an incomplete grade), they must repeat the course.

• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.

• Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.

• Student teaching can only be repeated one time.

• Candidates that do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.

• Candidates must student teach in a self-contained elementary setting. Candidates may not student teach in special education.

• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.

• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teaching Performance Assessment.

Additional Academic Program Re-entry Policy for the BSLS
Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the BSLS
• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).

• Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

• Candidates must provide verification of U.S. Constitution coursework (with a grade of "C" or better), or exam as required by the state certification agency.

• Candidates must provide proof of certification in cardiopulmonary resuscitation (CPR).

• Candidates must pass the RICA exam.

California Teaching Performance Assessment Policy
• Candidates must receive passing scores on TPA 001: Subject-Specific Pedagogy (course and assessment) and TPA 002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.

• Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to retake TPA 001 or TPA 002 courses if they have failed the corresponding assessment two times. This retake must be completed prior to the third attempt.

• Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are completed during the student teaching experience. These assessments can only be attempted two times each.

• Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considering passing scores.

• Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program.

TPA 1 and TPA2 = 3 attempts
TPA 3 and TPA4 = 2 attempts

• Students who transfer into the BSLS program and have documented passing TPA 1: Subject-specific Pedagogy and/or TPA 2: Designing Instruction while attending another university are not required to complete the corresponding preparation courses TPA 001 - Subject-specific Pedagogy and/or TPA 002 - Designing Instruction. Students should submit a course waiver request to apply the TPA 1 and/or TPA 2 assessments to the TPA 001 and/or TPA 002 courses at University of Phoenix.

Course Descriptions for the BSLS
EDU 300CA ................................................................. 0 credits

Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching,
Teaching Performance Assessment (TPA), and technology resources will be discussed.

**GEN 200 .................................................................3 credits**

**Foundations for General Education and Professional Success**
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

**EDU 301CA............................................................3 credits**

**Foundations of Education**
This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.

**EDU 311CA............................................................3 credits**

**Models and Theories of Instruction**
This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.

**EDU 321CA............................................................3 credits**

**Classroom Management**
This course examines the strategies used in managing a positive elementary classroom. Topics include management models, motivation, disruptive students, classroom expectations and procedures, communication, and record keeping. Managing materials and technology will also be addressed. Students will develop an individual classroom management plan.

**EDU 305CA............................................................3 credits**

**Child Development**
This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a pre K-8 environment.

**RDG 420CA ........................................................3 credits**

**Elementary Methods: Reading and Language Arts**
This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.

**SPE 300CA ..............................................................3 credits**

**Orientation to the Exceptional Child**
This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

**ELL 300 .................................................................3 credits**

**Instruction and Assessment of English Language Learners**
This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multilingual curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

**EED 436CA ..........................................................3 credits**

**Elementary Methods: Social Science and Fine Arts**
This course focuses on methodology and assessment strategies that enhance learning in social science and fine arts. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of social science and fine arts, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.

**EED 438CA ..........................................................3 credits**

**Elementary Methods: Mathematics and Science**
This course focuses on methodology and assessment strategies that enhance learning in mathematics and science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics and science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.

**EED 498CA ..........................................................4 credits**

**Elementary Student Teaching, Seminar I**
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the California Teaching Performance Assessment (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 499CA ..........................................................4 credits**

**Elementary Student Teaching, Seminar II**
This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and 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.

BSLS 101CA ...................................................................................... 0 credits

Orientation to Liberal Studies in Education
This course is an orientation to the primary components of the Bachelor of Science in Liberal Studies program. Students will be introduced to the program’s progression and degree completion requirements. Field experience, electronic resources, e-portfolio, teacher performance assessments, and student teaching will be discussed.

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.

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.

HIS 110CA .................................................................................. 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. This course includes philosophies of the Articles of Confederation and the U.S. Constitution.

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.

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.

**Bachelor of Science in Education/Elementary Education (Indiana)**

The following Bachelor of Science in Education/Elementary Education (BSED/E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Education/Elementary (BSED-E) is an undergraduate degree program preparing candidates for teacher licensure. The guiding philosophy of the BSED-E program is to provide students with the skills and knowledge that will allow them to become competent and effective educators. This program focuses on elementary student learning by developing the skills of the educator responsible for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 200 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsed-e.

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, 3 total credits**

- EDU 301 ~ .................................................................3 credits
  Foundations of Education

**Educational Theories and Models, 6 total credits**

- EDU 311 ~ .................................................................3 credits
  Models and Theories of Instruction

- EDU 321 .......................................................................3 credits
  Classroom Management

**Human Development, 3 total credits**

- EDU 305 ~ .................................................................3 credits
  Child Development

**Assessment, 3 total credits**

- EED 400 .......................................................................3 credits
  Assessment in Elementary Education

**Reading, 6 total credits**

- RDG 420 ~ .................................................................3 credits
  Elementary Methods - Reading/Language Arts

- RDG 415 ~ .................................................................3 credits
  Diagnosis and Remediation of Reading Difficulties

**Special Populations, 3 total credits**

- SPE 300 .......................................................................3 credits
  Orientation to the Exceptional Child

**Elementary Methods, 15 total credits**

- EED 416 ~ .................................................................3 credits
  Elementary Methods - Fine Arts

- EED 420 ~ .................................................................3 credits
  Elementary Methods - Mathematics

- EED 425 ~ .................................................................3 credits
  Elementary Methods - Health/PE

- EED 430 ~ .................................................................3 credits
  Elementary Methods - Social Studies

- EED 435 ~ .................................................................3 credits
  Elementary Methods - Science

- EED 416 .......................................................................3 credits
  Elementary Methods - Fine Arts

**Student Teaching, 9 total credits**

- EDU 390 ~ .................................................................1 credit
  Elementary Education Seminar

- EED 498 .......................................................................4 credits
  Elementary Student Teaching, Seminar I

- EED 499 .......................................................................4 credits
  Elementary Student Teaching, Seminar II

The University reserves the right to modify the Required Course of Study.

**Additional Admission Requirements for the BSED/E**

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

- Applicants must be currently employed or have access to a work environment.

**Candidacy Status for the BSED/E**

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

- Level 2 Candidate Status is completed prior to the completion of 12 Required Course of Study 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 entered in IS3 and the student’s eXp file.

  - Demonstration of basic skills proficiency
• Verification of fingerprint clearance
Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the BSED/E
• Completion of a minimum of 126 credits that include the following distribution:
  • A minimum of 48 upper division credits in the Required Program Category Preferred Sequence.
  • A minimum of 69 of the 126 credits must be in the general education areas approved by the University.
  • A minimum grade point average (GPA) of 2.5.
  • Satisfactory completion and uploading of the Teacher Work Sample (TWS).
  • Satisfactory completion of any required internship, student teaching, and/or practicum courses.
  • Complete courses within the sequence specified by course prerequisite requirements.
  • Meet state requirements as set forth by state of residency to receive state endorsement.
  • Complete Field Experience Observation Record (100 hours).
  • All students must complete the minimum number of credits required by their degree program.
  • The diploma awarded for this program will read as: Bachelor of Science in Education Elementary Education

Academic Progression Requirements for the BSED/E
Candidates must provide verification of content knowledge mastery prior to beginning student teaching. Candidates must provide:
• Verification of content knowledge mastery prior to student teaching.
• Verification of immunization or TB test results (district specific)
• Verification of the completion of 100 hours of field experience
Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• All students must complete GEN 200 as their first course at the University.
Students must complete all General Education requirements prior to completion of EDU 390.
Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the BSED/E
• A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: EDU 390, EED 498, EED 499
• Candidates must earn a "B" or better in Elementary Student Teaching I & II in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching.
The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the BSED/E
Students must meet 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 21 credits from their required course of study on the basis of regionally accredited transferable coursework.
In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.
• The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
• The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213 and MTH 214 requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.
The following courses in the Required Course of Study may not be waived: GEN 200, EDU 300, EDU 311, EDU 321, EDU 390, EED 416, EED 498, EED 499, RDG 415, SPE 300

General Education Requirements for the BSED/E
A minimum of 69 of the 126 credits must be in the general education areas approved by the University.
Candidates must complete one of the following Content Areas: English/Language Arts, Mathematics, Social Studies or Science.
The general education requirements are outlined below: English/Language Arts Requirement(s) 12 credits
Candidates wishing to do their student teaching in a single setting under the supervision of a certified teacher. This applies to self-contained settings only, not departmentalized settings. Candidates may not student teach in special education.

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.

Field Experience for BSED/E
Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through grade eight. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the BSED/E
Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Student teaching is the culminating experience of the Bachelor of Science in Education program. Students must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience.
- Student teaching must occur in a K-8 self-contained classroom setting under the supervision of a certified teacher. This applies to self-contained settings only, not departmentalized settings.
- Candidates wishing to do their student teaching in a single subject in grades 6 - 8 must provide the following prior to Student Teaching I:
  - Transcripts documenting a minimum of 24 semester credits in their content area
  - Passing scores on the state mandated content exam
  - Candidates must earn a "B" or better in Elementary Education Seminar. If a candidate receives less than a "B" (B- or lower, or an incomplete grade), they must repeat the course.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates that do not successfully complete the second student teaching program will be removed from the program and are not eligible for re-entry.
- Candidates must student teaching 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.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

- Candidates must successfully pass the Elementary Education Seminar with a "B" or better.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the BSED/E
Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).

Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.
- Indiana candidates must provide verification of current CPR/AED/Heimlich certification prior to being recommended for their credential.
Course Descriptions for the BSED/E

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.
EDU 300: 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: 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 311: Models and Theories of Instruction
This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.
EDU 321: Classroom Management
This course explores the strategies used in managing a positive elementary classroom. Topics include models of discipline, motivation, disruptive students, classroom expectations and procedures, parent communication, and materials management and record keeping. Students will develop an individual classroom management plan.
EDU 305: Child Development
This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a pre-K-8 environment.
EED 400: Assessment in Elementary Education
This course identifies what assessment is and how formative and summative assessments are used in the classroom. The course will include construction of objective and performance assessments, topics on reliability and validity, understanding the uses of standardized assessments, and the framework of assessment.
RDG 420: Elementary Methods - Reading/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.
RDG 415: Diagnosis and Remediation of Reading Difficulties
This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final diagnostic and instructional recommendations report will be developed based on student test data provided.
SPE 300: Orientation to the Exceptional Child
This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
EED 416: Elementary Methods - Social Studies
This course focuses on methodology and assessment strategies that enhance learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics, along with current research on pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing students' problem-solving skills.
EED 420: Elementary Methods - Science
This course focuses on methodology and assessment strategies that enhance learning in science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 425: 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: 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.

**Elementary Education Seminar**

This course will focus on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

EED 498 ................................................................. 4 credits

**Elementary Student Teaching, Seminar I**

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

EED 499 ................................................................. 4 credits

**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 213 ................................................................................... 3 credits

**Math for Elementary Teachers II**

This is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis.

MTH 214 ................................................................................... 3 credits

**Character Diversity**

This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.

SOC 315 ................................................................................... 3 credits

**United States Constitution**

This course is a five-week introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution as well as later amendments and the issues of slavery and civil rights as seen through major court decisions.

HIS 301 ................................................................................... 3 credits

**Children’s Literature**

This course will examine the use of children’s literature in the elementary school classroom. Various genres will be studied as well as the application of children’s literature to instruction and assessment in reading. Methods for integrating the use of children’s literature in all content areas will be examined.

ENG 290 ................................................................................... 3 credits

**Children’s Literature in a Pluralistic Society**

This course examines the social function of children’s literature from oral origins to modern anthologies, exploring messages in nursery rhymes, fairy tales, and early childhood fiction. Students will apply major schools of literary criticism and relate children’s literature to theoretical models of childhood. The course surveys readings across cultures (European/ American, Native American, African American, Asian, and Hispanic/ Latino), genres (nursery rhymes, fairy tales, picture books, early childhood fiction), and time periods. It addresses portrayals of ethnicity, race, class, and gender in children’s literature, and considers the implications of film adaptations of select children’s stories in a pluralistic society.

MTH 213 ................................................................................... 3 credits
GRADUATE PROGRAMS

Admission Procedures

Application Process

Working adults seeking admission to the University’s graduate programs in business, management, information systems, nursing, counseling, or education begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Registered status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Registered status will be admitted to the degree program.

Applications of individuals who have not gained admission or enrolled in the University will be kept on file for one year. After that time, the applicant is required to submit a new application and material. A second application fee (if applicable) 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 (if applicable). 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 (if applicable) covers the student’s expense for requesting official transcripts.

General Graduate International Admissions Information

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. Graduate applicants relying on educational credentials from an institution outside of the United States to meet admission requirements may enroll in University of Phoenix courses prior to the student being officially admitted only if they meet all the following requirements:

1. If residing in the United States, have an appropriate immigrant or nonimmigrant status which does not prohibit educational studies
2. Satisfied the English language proficiency requirements through one of the approved methods or exceptions if not meeting English Language Proficiency requirements as outlined in the policy for their chosen program, and
3. Graduate applicants must have a professional evaluation report (or pre-eval completed by the Office of Admissions and Records from a country that the Office of Admissions & Records evaluates in-house) indicating that the student has the appropriate academic background to meet the admission requirements, and
4. All other program specific admission requirements must be met. An applicant who has earned an undergraduate degree, or other transfer credit, from an institution outside of the United States, but has earned a Master’s degree from a regionally accredited or approved nationally accredited institution is eligible to enroll in the University at the graduate level provided all program specific policies have been met by the previous credential earned without requiring an evaluation of the previous international credentials.

For applicants with academic records from colleges or universities earned outside of the United States, the University will accept copies of academic records issued from international institutions to conduct a pre-evaluation to determine comparability of previous academic studies for unofficial placement and advisement purposes. 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. Limitations exist on the countries in which internal pre-evaluation, verification or evaluation services can be conducted through the Central Office of Admissions and Evaluation and campus personnel should be contacted for a list of current services.

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. For official admission and transfer credit evaluation purposes previous academic credentials earned outside of the United States must meet the University’s verification standards prior to an official admission or transfer credit decision being rendered. Verification of previous academic credentials earned outside of the United States can be satisfied by the following methods:

1. Receipt and verification of official academic credentials issued directly to University of Phoenix by the student’s previous institution, or
2. Receipt and verification of official academic credentials held in possession of the student as the official record of academic studies conducted in the student’s specific country, or
3. Receipt and verification of official correspondence issued directly to University of Phoenix by the student’s previous institution indicating copies of academic credentials and/or level study is valid, or
4. Receipt of an official professional evaluation issued directly from a professional evaluation agency that is approved to satisfy verification requirements as indicated by the Office of Admission and
Graduate Admission Requirements

University of Phoenix, 2013-2014

All academic credentials sent to University of Phoenix will become the possession of University of Phoenix and will not be returned to students unless prior approval was granted by the Office of Admission and Records.

If documents are issued to University of Phoenix in a language other than English, the student will be required to obtain an official translation and submit it to University of Phoenix. Translations must be completed/verified by an official translation service, a foreign language department of an accredited college or university, the country’s embassy/consulate or by the Office of Admission and Records at University of Phoenix if translation services are provided for that specific language.

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. 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. Specific English language proficiency policies and requirements are listed in the admission requirements section.

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 the applicant will be notified of the outcome of the appeal by campus personnel.

Graduate Admission Requirements

For graduate education and doctoral admission requirements please refer to the education and doctoral section(s) of the catalog. Most graduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

• Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

• The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.

• The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.

• The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.

• The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.

• Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee 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 signed Enrollment/Disclosure Agreement.
• Completion of any state-specific required documents or forms.
• Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
• Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

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 Office of Admissions & Records.

• Students attending a local campus in Oklahoma must provide written documentation of vaccinations or immunity against Hepatitis B, measles, mumps, and rubella (MMR). Students must demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

• Students attending a physical campus in the state of Tennessee are required to submit a Hepatitis B Waiver form to the University.

Students attending a local campus in the states listed below are required to submit health insurance information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.

• 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 Office of Admissions & Records.

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 religious exemption may be granted if the student signs a statement certifying that the student's religious beliefs prohibit the practice of immunization.

• The student has laboratory confirmation of immunity to the diseases as indicated on the immunization form.

Exemptions from the MMR and varicella immunization requirements may be granted for the following reasons:

• 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 student has submitted a statement certifying that the student's religious beliefs prohibit the practice of immunization.

• 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 student has laboratory confirmation of immunity to the diseases as indicated on the immunization form.

• The student has submitted a statement certifying that the student's religious beliefs prohibit the practice of immunization.

• 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 student has laboratory confirmation of immunity to the diseases as indicated on the immunization form.

• 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 student has laboratory confirmation of immunity to the diseases as indicated on the immunization form.
• 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).
COLLEGE OF CRIMINAL JUSTICE AND SECURITY

The College of Criminal Justice and Security prepares students for professional and management-related career opportunities 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 opportunities in service and leadership in a diverse, global society. Curriculum is delivered by experts who relate both theory and practice in this evolving field. The College has earned respect through continuous improvement driven by a combination of innovation in the field and empirical evidence of learning outcomes, all of which is accomplished through the integrity, teamwork, and creativity of college faculty and staff. We are a respected criminal justice and security college, known for its distinctive strengths in providing superior and relevant educational programs to its students. It is the student's responsibility to ascertain whether their past history and conduct may prohibit their placement or participation in the criminal justice and security field. The University makes no guarantee or representation that the student will meet all qualifications for such employment or licensure for the occupation or profession related to the chosen program.

**Master of Science/Administration of Justice and Security**

The following Master of Science/Administration of Justice and Security (MS/AJS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science/Administration of Justice and Security degree provides the required knowledge for the student to develop competence in administering criminal justice or security programs. While distinctions between the roles of justice and security organizations are understood, the degree emphasizes an understanding of administrative responsibilities common to both disciplines. The value of cooperative interaction is also addressed. The degree provides the student with administrative program development and problem solving skills in preparation for promotional or transitional opportunities in the management of police, corrections, security or court operations.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ms-ajs.

**MS/AJS Program Category Requirements**

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Introduction to Criminal Justice, 1 total credit**

AJS 501 .......................................................... 1 credit

Introduction to Graduate Study in Criminal Justice and Security

**Survey of Justice, 3 total credits**

AJS 502 ........................................................ 3 credits

Survey of Justice and Security

**Organizational Administration, 3 total credits**

AJS 512 ........................................................ 3 credits

Organizational Administration in Justice and Security

**Finance, 3 total credits**

AJS 522 ........................................................ 3 credits

Finance and Budgeting in Justice and Security

**Ethics, 3 total credits**

AJS 532 ........................................................ 3 credits

Ethics in Justice and Security

**Criminological Theory, 3 total credits**

AJS 542 ........................................................ 3 credits

Criminological Theory

**Legal Issues in Justice and Security, 3 total credits**

AJS 552 ........................................................ 3 credits

Legal Issues in Justice and Security

**Organizational Risk, 3 total credits**

AJS 562 ........................................................ 3 credits

Organizational Risk and Incident Management

**Cybercrime and Information Systems, 3 total credits**

AJS 572 ........................................................ 3 credits

Cybercrime and Information Systems Security

**Public Policy Issues, 3 total credits**

AJS 582 ........................................................ 3 credits

Public Policy Issues

**Concepts of Physical and Personal Protection, 3 total credits**

AJS 585 ........................................................ 3 credits

Concepts of Physical and Personal Protection

**Forensic Science/Psychological Profiling, 3 total credits**

AJS 592 ........................................................ 3 credits

Forensic Science and Psychological Profiling

**Capstone Course, 3 total credits**

AJS 595 ........................................................ 3 credits

Program Development and Evaluation

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the MS/AJS**

All applicants are expected to meet the following admissions requirements:
• An undergraduate degree from a 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 of three (3) years of full-time, post-high school professional work experience.
• 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

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.
• Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
• The following courses in the Required Course of Study may not be waived: AJS 595

Course Descriptions for the MS/AJS

AJ 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.

AJ 502 Survey of Justice and Security
This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.

AJ 512 Organizational Administration in Justice and Security
This course explores the various elements of organizational administration, behavior, and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.

AJ 522 Introduction to Graduate Study in Criminal Justice and Security

AJ 532 Ethics in Justice and Security
This course will examine the theoretical and philosophical basis of ethics and the standards of professional conduct and leadership applicable to justice and security agencies. Applicable case studies will be used as well as contemporary situations in ethics.

AJ 542 Criminological Theory
This is an advanced course in theories of crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimogenesis, and the prevention of victimization, is included.

AJ 552 Legal Issues in Justice and Security
This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society. The
potential conflicts between public policy and civil rights will be discussed.

AJS 562 ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ 3 credits

Organizational Risk and Incident Management
This course provides an overview of the relationship between risk assessment and consequence management within the context of justice and security organizations. Specifically, it will examine the factors that go into mitigating risk and when these measures fail, how critical incident response can maintain order. Topics include defining risk, planning factors for critical incident response, lessons learned.

AJS 572 ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ 3 credits

Cybercrimes and Information Systems Security
This course provides an overview of the nature of criminal activity that is facilitated through or that targets information systems. The course also reviews security measures that are designed to protect the software, hardware and data associated with information systems.

AJS 582 ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ 3 credits

Public Policy Issues
This course addresses the development and influence of public policy with respect to specific justice and security issues facing the American society.

AJS 585 ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ 3 credits

Concepts of Physical and Personal Protection
This course provides the student with an understanding of contemporary concepts of physical facility security and personal protection.

AJS 592 ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ 3 credits

Forensic Science and Psychological Profiling
This course provides the student with a fundamental understanding of forensic science and technology, psychological profiling, and the application of scientific methodologies to the investigative process.

AJS 595 ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ 3 credits

Program Development and Evaluation
This course prepares the student to identify operational goals and to design programs with associated policies and procedures required for the successful achievement of performance objectives.

Master of Science/Administration of Justice and Security Concentration in Global and Homeland Security

The following Master of Science/Administration of Justice and Security Concentration in Global and Homeland Security (MS/AJS-GHS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

Program Development and Evaluation
The Master of Science in Administration of Justice and Security degree program offers concentrations in Global and Homeland Security and in Law Enforcement Organizations. The concentration in Global and Homeland Security provides students with the knowledge to administer security programs within organizations. Developing a foundation of related theory, the concentration includes topics such as critical incident management, intelligence, cybercrime, organizational performance, and technology. While distinctions between the roles of Criminal Justice and Security organizations are addressed, the concentration emphasizes administrative responsibilities common to security and Homeland Security 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/ms-ajs.

MS/AJS-GHS Program Category Requirements
Courses requiring prerequisites are identified by a ~ symbol following the course number.

Introduction to Criminal Justice, 1 total credit
AJS 501 ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ 1 credit

Survey of Justice, 3 total credits
AJS 502 ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ 3 credits

Organizational Administration, 3 total credits
AJS 512 ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ 3 credits

Finance, 3 total credits
AJS 522 ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ 3 credits

Ethics, 3 total credits
AJS 532 ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ 3 credits

Criminological Theory, 3 total credits
AJS 542 ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ 3 credits

Legal Issues in Justice and Security, 3 total credits
AJS 552 ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ 3 credits

Organizational Risk, 3 total credits
AJS 562 ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ 3 credits

Organizational Risk and Incident Management
Capstone Course, 3 total credits
AJS 595 ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ 3 credits

Leadership and Public Policy in Global/Homeland Security, 3 total credits
GHS 563 ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ 3 credits

Intelligence Integration in Global/Homeland Security, 3 total credits
GHS 573 ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ 3 credits

Multi-disciplinary Global and Homeland Security Issues, 3 total credits
GHS 583 ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ 3 credits
Critical Infrastructure Analysis and Protection, 3 total credits
GHS 593 ~ ................................................................. 3 credits

Critical Infrastructure Analysis and Protection

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MS/AJS-GHS

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 of three (3) years of full-time, post-high school professional work experience.

• 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-GHS

• Completion of a minimum of 37 credits.

• A minimum program grade point average (GPA) of 3.0.

• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

  Master of Science

  Administration of Justice and Security

Residency Requirements and Course Waivers for the MS/AJS-GHS

• 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.

• Nationally recognized and /or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

• The following courses in the Required Course of Study may not be waived: AJS 595

Course Descriptions for the MS/AJS-GHS

AJS 501 ................................................................. 1 credit

Introduction to Graduate Study in Criminal Justice and Security
This course provides new graduate students in the college with an introduction to strategies for success within the university’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

AJS 502 ................................................................. 3 credits

Survey of Justice and Security
This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.

AJS 512 ................................................................. 3 credits

Organizational Administration in Justice and Security
This course explores the various elements of organizational administration, behavior, and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.

AJS 522 ................................................................. 3 credits

Finance and Budgeting in Justice and Security
This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of the financial management in the criminal justice organization, concepts and principles underlying financial practices, and operational planning and budgeting.

AJS 532 ................................................................. 3 credits

Ethics in Justice and Security
This course will examine the theoretical and philosophical basis of ethics and the standards of professional conduct and leadership applicable to justice and security agencies. Applicable case studies will be used as well as contemporary situations in ethics.

AJS 542 ................................................................. 3 credits

Criminological Theory
This is an advanced course in theories of crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimogenesis, and the prevention of victimization, is
Intelligence Integration in Global/Homeland Security

Program Development and Evaluation

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.

GHS 563 .................................................................................. 3 credits

Leadership and Public Policy in Global/Homeland Security

This course is designed to provide students with an understanding of how public organizations deal with the threat of various forms of terrorism. Leadership and management responsibilities are considered. Students will understand the importance of interdisciplinary security in developing comprehensive protection plans and policies designed to reduce the vulnerability associated with deliberate violent acts.

GHS 573 .................................................................................. 3 credits

Intelligence Integration in Global/Homeland Security

This course allows students to explore the collaboration of intelligence and law enforcement communities (intelligence-led policing) for human welfare and safety in global and homeland environments. Students will review the development and implementation of counterterrorism initiatives based on terrorism intelligence and emerging threats to homeland security. Students will also examine recommendations of the Global Intelligence Working Group (GIWG) and evaluate operational expectations of law enforcement and federal intelligence analysts, law enforcement administrators, and first responding officers responsible for global and homeland security. Students will also explore the importance of keeping local law enforcement intelligence and national security intelligence separate, but recognize methods for federal, state, and local law enforcement agencies to share and dispense intelligence.

GHS 583 .................................................................................. 3 credits

Multi-disciplinary Global and Homeland Security Issues

This course explores current and future issues in global and homeland security. Students will evaluate domestic border security and global immigration control. Students will understand the importance of planning for the prevention of domestic and international terrorism acts and other critical incidents and develop an understanding of gathering, using, and sharing appropriate intelligence. They will explore the collaboration and development of partnerships with private security organizations. Students will develop methods for coordinating emergency management efforts and discuss the psychological and sociological effects of terrorism and other critical incidents. The new skills and knowledge gained will add to the protection, safety, and security of our society.

GHS 593 .................................................................................. 3 credits

Critical Infrastructure Analysis and Protection

This course focuses on systems analysis in the context of critical infrastructure protection. The course provides a strategic perspective of the Critical Infrastructure Protection (CIP) efforts in the United States. This includes preparation and response to critical events. Practical approaches to CIP are considered including threat assessment and vulnerability identification. Risk assessment methodologies, physical protection system design, cybersecurity, and emergency response protocols are also discussed.

Master of Science/Administration of Justice and Security Concentration in Law Enforcement Organizations

The following Master of Science/Administration of Justice and Security Concentration in Law Enforcement Organizations (MS/AJS-LEO) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science in Administration of Justice and Security degree program offers concentrations in Global and Homeland Security and in Law Enforcement Organizations. The Law Enforcement Organizations concentration provides students with the general knowledge needed to perform in supervisory, administrative, and executive roles within law enforcement organizations. The concentration emphasizes intelligence operations, organizational behavior, budgeting, planning, 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/ms-ajs.

MS/AJS-LEO Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Introduction to Criminal Justice, 1 total credit

AJS 501 ................................................................. 1 credit

Introduction to Graduate Study in Criminal Justice and Security

AJS 502 ................................................................. 3 credits

Survey of Justice, 3 total credits

AJS 502 ................................................................. 3 credits

Organizational Administration, 3 total credits

AJS 512 ................................................................. 3 credits

Organizational Administration in Justice and Security

AJS 522 ................................................................. 3 credits

Finance, 3 total credits

Finance and Budgeting in Justice and Security

AJS 532 ................................................................. 3 credits

Ethics, 3 total credits

Ethics in Justice and Security
**Criminological Theory, 3 total credits**
AJS 542 ~ .................................................................3 credits

**Legal Issues in Justice and Security, 3 total credits**
AJS 552 ~ .................................................................3 credits

**Public Policy Issues, 3 total credits**
AJS 582 ~ .................................................................3 credits

**Capstone Course, 3 total credits**
AJS 595 ~ .................................................................3 credits

**Program Development and Evaluation**

**Law Enforcement Intelligence Operations, 3 total credits**
LEO 563 ~ .................................................................3 credits

**Organizational Performance, Analysis and Decision Making, 3 total credits**
LEO 573 ~ .................................................................3 credits

**Strategic Planning for the Law Enforcement Sector, 3 total credits**
LEO 583 ~ .................................................................3 credits

**Technology for the Law Enforcement Executive, 3 total credits**
LEO 593 ~ .................................................................3 credits

**Additional Admission Requirements for the MS/AJS-LEO**

**Survey of Justice and Security**
AJS 512 .....................................................................................3 credits

**Introduction to Graduate Study in Criminal Justice and Security**
AJS 501 .....................................................................................1 credit

**Concentrations reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:**
Master of Science
Administration of Justice and Security

**Residency Requirements and Course Waivers for the MS/AJS-LEO**

**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.
- Nationally recognized and /or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The following courses in the Required Course of Study may not be waived: AJS 595

**Course Descriptions for the MS/AJS-LEO**

**Survey of Justice and Security**
AJS 501 .....................................................................................1 credit

**Introduction to Graduate Study in Criminal Justice and Security**
AJS 512 .....................................................................................3 credits

**Organizational Administration in Justice and Security**
AJS 542 .....................................................................................3 credits

This course explores the various elements of organizational admin-
istration, 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, victimogenesis, and the prevention of victimization, is included.

**AJS 552** ................................................................. 3 credits

**Legal Issues in Justice and Security**

This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society. The potential conflicts between public policy and civil rights will be discussed.

**AJS 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 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.

**LEO 563** ................................................................. 3 credits

**Law Enforcement Intelligence Operations**

This course examines the basic tools utilized in addressing criminal activity and security issues, relating to the gathering of intelligence. This course provides students with knowledge and resources to effectively identify, gather, and analyze information obtained through either human or electronic means. Students will comprehend the resources available for conducting investigations. Through examination of organizations comprising the intelligence community students will recognize how public and private sector partnerships can promote efficiency and effectiveness.

**LEO 573** ................................................................. 3 credits

**Organizational Performance, Analysis, and Decision Making**

This course explores methods to track and measure an organization’s overall performance and how to use the data collected to align and actuate future decisions. Topics include empirical practices in performance measurement, mining, and filtering data; effectively communicating research results, and application of innovative knowledge for future decision making. Students also study modern evaluation methods to analyze neoteric organizational decisions.

**LEO 583** ................................................................. 3 credits

**Strategic Planning for the Law Enforcement Sector**

This course will introduce students to the tools and practical measures for successfully designing and implementing a strategic plan for law enforcement organizations. Students will learn strategic approaches that allow evaluation and measurement of fiscal responsibility, accountability, productivity, customer satisfaction, and cohesiveness of mission, with the intent of identifying best practices and overall organizational effectiveness.

**LEO 593** ................................................................. 3 credits

**Technology for the Law Enforcement Executive**

This course examines technologies that affect the operations and administrative responsibilities of the law enforcement executive. The course provides students with an understanding of the relationship between technologies and critical incident management. Upon completion of this course, students will have knowledge and skills that will assist them with their career goals.

**Master of Public Administration**

The following Master of Public Administration (MPA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Public Administration (MPA) program develops the managerial skills necessary to manage in the public sector. This program focuses on an entrepreneurial approach to issues and opportunities at the state and local government levels. The curriculum is based on current standards set forth by the National Association of Schools of Public Affairs and Administration. For more information about our graduation 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
- **MGT 572 ~** ............................................................ 3 credits
- **MGT 582 ~** ............................................................ 3 credits
- **MGT TM562 ~** ...................................................... 3 credits

**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, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
• No work experience is required for this program.
• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MPA
The degree requirements for this program are the following:
• A minimum of 36 graduate credits.
• A minimum grade point average (GPA) of 3.0.
• The diploma awarded for this program will read as: Master of Public Administration

Residency Requirements and Course Waivers for the MPA
Completion of a minimum of 27 credit of the required course of study to meet University residency requirements.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a “B” (3.0) or better; and
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

Public Administration Applied Project (MGT 582) may not be waived.

Course Descriptions for the MPA

MGT 522 ........................................................................... 3 credits
Public Administration - Institutions and Processes
This course applies the tools available to UPX graduate students and the competencies of successful managers to understand the functions of public administration. Students will distinguish the dichotomy between the political system and public administration in the creation and implementation of public policy. Other topics, at the state and local level, include executive & legislative branches of government, the evolution of public administration, intergovernmental relationships, and fiscal sources & uses.

MGT 572 ........................................................................... 3 credits
Public Policy Planning and Implementation
This course prepares students to trace the development of a public policy. For a selected policy, students will analyze the policy making process and the challenges that accompany each stage. Other topics, at the state and local level, include public policy planning, policy evaluation, and stakeholder conflicts.

MGT 582 ........................................................................... 3 credits
Public Administration Applied Project
This capstone course prepares students to improve existing policies. Students will evaluate existing policy and recommend improvements and recommend changes to improve efficiency and effectiveness. Other topics, at the state and local level, include policy creation, policy evaluation, and nontraditional/innovative solutions in the public sector.

MGT TM562 ...................................................................... 3 credits
Leveraging Technology in the Public Sector
This course prepares students to leverage technology in support of effective and efficient administration of government. Students will apply technology concepts to enhance self-service tools for citizens while providing data security and respecting privacy concerns. Other topics, at the state and local level, include mobility, database interconnectivity, Internet, intranet & extranet, and data maintenance & retrieval.

RES 562 ........................................................................... 3 credits
Policy and Program Evaluation
This course prepares students to apply techniques to evaluate public sector programs. Students will evaluate policy alternatives using analytical tools. Other topics, at the state and local level, include measures of effectiveness, benchmarks, baselines, performance standards, and customized stakeholder communication.

QNT 562 ................................................................. 3 credits

Data Analysis for Public Policy and Management
This course prepares students to analyze information and present it appropriately to diverse stakeholder groups. Students will design research instruments and collect data to measure and analyze effectiveness and efficiency in the delivery of public sector goods and services. Other topics, at the state and local level, include pre-testing, post testing, correlation, and forecasting.

HRM 532 .................................................................. 3 credits

Human Capital Development in the Public Sector
This course prepares students to apply human capital development concepts in a public sector. Students will 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.

LDR 532 .................................................................. 3 credits

Leading Organizational Development in the Public Sector
This course prepares students to lead change in the public sector. Students will apply leadership theories in the bureaucratic public sector considering the unique role of power and politics. Other topics, at the state and local level, include culture in the public sector, group behavior, financial and nonfinancial motivation, and workplace conflict.

LAW 562 ................................................................. 3 credits

Law and Public Administration
This course prepares students to apply legal concepts in public administration. Students will analyze legislative and judicial processes in the administration of state and local governments. Other topics, at the state and local level, include enabling laws, regulatory review, open-meeting/sunshine provisions, adjudication, and the Administrative Procedures Act.

ACC 574 ................................................................. 3 credits

Public Budgeting
In this course students learn the accounting and budgeting tools and theories used in the public sector. Students will analyze the relationship between public policy and the public budget process. Other topics, at the state and local level, include budgetary decision making, basics of government and not-for-profit accounting, reporting, capital and operating expenditures, and inter-period equity.

ECO 572 ................................................................. 3 credits

Public Finance
This course prepares students to apply the principles of economics to the public sector. Students will create a plan for a public-private partnership to deliver a public good or service. Other topics, at the state and local level, include microeconomics in the public sector, basic macroeconomic variables, monetary policy, income redistribution, multilevel government financing, bond issuance, role of nonprofits, and tax efficiency, equity, and incidence.

COM PA 530 .......................................................... 3 credits

Communications for Public Administrators
This course prepares students to communicate with multiple stakeholders and public media. Students will apply communication concepts to create messages that are sensitive to the opinions and positions of disparate groups. Other topics, at the state and local level, include uniqueness of public sector communications, public involvement, and internal & external communications.
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MSP Required Course of Study

The College of Social Sciences offers undergraduate and graduate degree programs in a number of diverse academic areas including counseling, psychology, and human services. In addition, the college offers a certificate program in mediation.

The College provides innovative educational programs designed to enhance the core knowledge, skills and values essential for students seeking to achieve their academic goals in the field of social sciences. These programs are developed and taught by skilled practitioners who work in their respective fields. Through individual and collaborative work, students can acquire the knowledge and skills needed in today’s working environment.

Master of Science in Psychology

The following Master of Science in Psychology (MSP) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science in Psychology focuses on the scientific study of human behavior including cognition, motivation and emotion. The program provides training in four core areas: biological bases of behavior, acquired or learned bases of behavior, social, cultural and systemic influences on behavior and individual differences in behavior. Students will learn how the science of psychology is advanced through research. Emphasis is placed on critical thinking, problem-solving and the application of knowledge to problems and issues related to the human experience. This program is not designed to prepare students for professional licensure. For more information about our graduation rates, the median debt 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.

MSP Required Course of Study

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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 600</td>
<td>Communication Skills for Graduate Study</td>
<td>3 credits</td>
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<tr>
<td>PSYCH 600</td>
<td>Developmental Psychology</td>
<td>3 credits</td>
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<td>Research Methods in Psychology</td>
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<td>PSYCH 645</td>
<td>Personality Theories</td>
<td>3 credits</td>
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<td>PSYCH 650</td>
<td>Psychopathology</td>
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<td>Psychometrics</td>
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<td>PSYCH 660</td>
<td>Ethics and Professional Issues</td>
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<tr>
<td>PSYCH 665</td>
<td>Integrative Capstone: Psychology Past and Present</td>
<td>3 credits</td>
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Scholastic Disqualification for the MSP

Students are scholastically disqualified if they fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the MSP

Students must meet University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 600, PSYCH 610, PSYCH 660, PSYCH 665

Course Descriptions for the MSP

COM 600 ...............................................................................3 credits

Communication Skills for Graduate Study
This course provides students with an introduction to strategies for academic success at the graduate level. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and collaborative processes.

PSYCH 600 ...............................................................................3 credits

Developmental Psychology
This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic and ethical issues related to research and practice are also addressed.

PSYCH 610 ...............................................................................3 credits

Research Methods in Psychology
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 will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.

PSYCH 620 ...............................................................................3 credits

Multicultural and Social Issues in Psychology
This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice and valued diversity are emphasized.

PSYCH 625 ...............................................................................3 credits

Statistics for the Behavior Sciences
This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn how to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance procedures.

PSYCH 630 ...............................................................................3 credits

Physiological Psychology
This course emphasizes the biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to the psychological processes of sensation, drive, emotion, learning, and memory.

PSYCH 635 ...............................................................................3 credits

Psychology of Learning
This course examines major theories of learning, covering topics such as classical conditioning, operant conditioning, shaping and chaining, reinforcement schedules, punishment, one-trial learning, and cognitive and social processes in learning. Students will examine research from animal and human studies, emphasizing basic and complex models of acquired behavior, motivation and memory.

PSYCH 640 ...............................................................................3 credits

Cognitive Psychology
This course surveys contemporary research and theory in the field of cognitive psychology, including problem solving and reasoning, attention, memory, knowledge representation, language, and imagery. Strategies and methods for investigating cognition are presented along with future trends involving interdisciplinary research in this growing field.

PSYCH 645 ...............................................................................3 credits

Personality Theories
This course enables students to differentiate among the primary theoretical approaches to the study of personality, including psychodynamic, affective, cognitive-behavioral, and systems theories. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.

PSYCH 650 ...............................................................................3 credits

Psychopathology
This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential and systemic. Ethical issues related to research and practice in the field will be addressed. Students will be challenged to consider various definitions of normality/abnormality, the process of rendering a diagnosis, and the symptoms, causes and interventions for commonly occurring mental disorders.

PSYCH 655 ...............................................................................3 credits

Psychometrics
This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the quality of various psychological tests and develop an understanding of the complex process of test development. Social, cultural and ethical issues will be addressed as students examine the psychometric properties and appropriate applications of com-
monly used educational, intelligence and personality assessment
instruments.
PSYCH 660 ................................................................. 3 credits
Ethics and Professional Issues
This course surveys various professional activities in psychology
with emphasis on the legal and ethical responsibilities of psycholo-

gical researchers and practitioners. Students will study the APA
Code of Ethics and analyze case studies involving assessment,
research and practice in psychology. Topics include ethics in
research, the purpose and function of internal review boards
(IRBs), participant and client rights, informed consent, confiden-
tiality, duty to warn and protect, dual relationships, supervision,
consultation, ethical considerations when working with diverse
populations, and the application of ethical decision-making mod-
eels.
PSYCH 665 ................................................................. 3 credits
Integrative Capstone: Psychology Past and Present
This course will trace the historical progression of ideas and con-
cepts in Psychology with emphasis on pivotal experiments that
influenced our understanding of human behavior. Students will
select a specific area of study and explore the historical roots of
their selected topic. Students will conduct a comprehensive litera-
ture review of a contemporary issue or problem related to their
selected topic and develop either an applied project or research
proposal. Students will produce an annotated bibliography and a
detailed project plan or research proposal.
Master of Science in Psychology (Thesis Track)

The following Master of Science in Psychology (MSP) program may be
offered at these University of Phoenix campus locations: Online,
depending on state of residence. The availability of programs and
concentrations depend on student demand and other factors. Not all
programs may be available to all residents of all states. Students may want
to consider completing certain courses in the Online classroom at Online
rates if the program is available via the Online modality in their state.
Please contact your enrollment advisor for more information.

The Master of Science in Psychology focuses on the scientific study of
human behavior including cognition, motivation and emotion.
The program provides training in four core areas: biological bases of
behavior, acquired or learned bases of behavior, social, cultural
and systemic influences on behavior and individual differences in
behavior. Students will learn how the science of psychology is
advanced through research. Emphasis is placed on critical think-
ing, problem-solving and the application of knowledge to prob-
lems and issues related to the human experience. This program is
not designed to prepare students for professional licensure.
For more information about our graduation rates, the median debt
of students who completed the program, and other important
information, please visit our website at http://www.phoenix.edu/
programs/ms-p.

Courses requiring prerequisites are identified by a ~ symbol
following the course number.
MSP Required Course of Study
COM 600 ................................................................. 3 credits

Communication Skills for Graduate Study
PSYCH 600 ~ .......................................................... 3 credits

Developmental Psychology
PSYCH 610 ~ .......................................................... 3 credits

Research Methods in Psychology

PSYCH 620 ................................................................. 3 credits

Multicultural and Social Issues in Psychology
PSYCH 625 ................................................................. 3 credits

Statistics for the Behavior Sciences
PSYCH 630 ................................................................. 3 credits

Physiological Psychology
PSYCH 635 ................................................................. 3 credits

Psychology of Learning
PSYCH 640 ................................................................. 3 credits

Cognitive Psychology
PSYCH 645 ................................................................. 3 credits

Personality Theories
PSYCH 650 ................................................................. 3 credits

Psychopathology
PSYCH 655 ................................................................. 3 credits

Psychometrics
PSYCH 660 ................................................................. 3 credits

Ethics and Professional Issues
PSYCH 665 ................................................................. 3 credits

Integrative Capstone: Psychology Past and Present
PSYCH 670 ................................................................. 3 credits

Master’s Thesis
The University reserves the right to modify the required course of
study.

Additional Admission Requirements for the MSP
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.
• Signed Thesis Requirement Addendum Form.

Degree Requirements for the MSP
• Completion of a minimum of 42 credits.
• A minimum grade point average (GPA) of 3.0.
• Students will declare Thesis or Non-Thesis track at the time of
enrollment.
• Concentrations and Thesis Track are reflected on the transcript
only and will not appear on the diploma. The diploma awarded
for this program will read as:
Master of Science in Psychology

Academic Progression Requirements for the MSP
• Students must successfully complete COM 600 with a B or
better.
• The following course contains multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Therefore enrollment in the following course shall not exceed 10 students: PSYCH 670
• Students must complete PSYCH 670 with a grade of Pass. Students have three attempts to successfully complete PSYCH 670. Students who do not complete PSYCH 670 with a grade of Pass by the third attempt cannot continue in the thesis track program, but have the option to change to the non-thesis track of the program.

Scholastic Disqualification for the MSP
COM 600 must be completed with a grade of B or better. Students who do not pass this course with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the MSP
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 be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
The following courses in the Required Course of Study may not be waived: COM 600, PSYCH 610, PSYCH 660, PSYCH 665, PSYCH 670

Course Descriptions for the MSP
COM 600 .................................................................3 credits

Communication Skills for Graduate Study
This course provides students with an introduction to strategies for academic success at the graduate level. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and collaborative processes.
PSYCH 600 .................................................................3 credits

Developmental Psychology
This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic and ethical issues related to research and practice are also addressed.
PSYCH 610 .................................................................3 credits

Research Methods in Psychology
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 will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.
PSYCH 620 ....................................................................3 credits

Multicultural and Social Issues in Psychology
This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice and valued diversity are emphasized.
PSYCH 625 ....................................................................3 credits

Statistics for the Behavior Sciences
This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn how to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance procedures.
PSYCH 630 ....................................................................3 credits

Physiological Psychology
This course emphasizes the biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to the psychological processes of sensation, drive, emotion, learning, and memory.
PSYCH 635 ....................................................................3 credits

Psychology of Learning
This course examines major theories of learning, covering topics such as classical conditioning, operant conditioning, shaping and chaining, reinforcement schedules, punishment, one-trial learning, and cognitive and social processes in learning. Students will examine research from animal and human studies, emphasizing basic and complex models of acquired behavior, motivation and memory.
PSYCH 640 ....................................................................3 credits

Cognitive Psychology
This course surveys contemporary research and theory in the field of cognitive psychology, including problem solving and reasoning, attention, memory, knowledge representation, language, and imagery. Strategies and methods for investigating cognition are pre-
PSYCH 645 ............................................................................. 3 credits

Personality Theories
This course enables students to differentiate among the primary theoretical approaches to the study of personality, including psychodynamic, affective, cognitive-behavioral, and systems theories. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.

PSYCH 650 ............................................................................. 3 credits

Psychopathology
This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential, and systemic. Ethical issues related to research and practice in the field will be addressed. Students will be challenged to consider various definitions of normality/abnormality, the process of rendering a diagnosis, and the symptoms, causes and interventions for commonly occurring mental disorders.

PSYCH 655 ............................................................................. 3 credits

Psychometrics
This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the quality of various psychological tests and develop an understanding of the complex process of test development. Social, cultural and ethical issues will be addressed as students examine the psychometric properties and appropriate applications of commonly used educational, intelligence and personality assessment instruments.

PSYCH 660 ............................................................................. 3 credits

Ethics and Professional Issues
This course surveys various professional activities in psychology with emphasis on the legal and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, duty to warn and protect, dual relationships, supervision, consultation, ethical considerations when working with diverse populations, and the application of ethical decision-making models.

PSYCH 665 ............................................................................. 3 credits

Integrative Capstone: Psychology Past and Present
This course will trace the historical progression of ideas and concepts in Psychology with emphasis on pivotal experiments that influenced our understanding of human behavior. Students will select a specific area of study and explore the historical roots of their selected topic. Students will conduct a comprehensive literature review of a contemporary issue or problem related to their selected topic and develop either an applied project or research proposal. Students will produce an annotated bibliography and a detailed project plan or research proposal.

PSYCH 670 ............................................................................. 3 credits

Master's Thesis
Only those students who have developed a detailed and manage-
Human Performance, Assessment, and Feedback
PSYCH 650 ~ .................................................................3 credits
Psychopathology
PSYCH 655 ~ .................................................................3 credits
Psychometrics
PSYCH 708 ~ .................................................................3 credits
Work Motivation and Job Attitudes
PSYCH 660 ~ .................................................................3 credits
Ethics and Professional Issues
PSYCH 665 ~ .................................................................3 credits

Integrative Capstone: Psychology Past and Present
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSP/I-O
All applicants are expected to meet the following admission requirements:

• An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, or comparable undergraduate bachelor's degree earned at a recognized foreign institution, or a graduate degree from an ABA accredited institution (i.e- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

• 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 MSP/I-O

• Completion of a minimum of 51 credits.

• A minimum grade point average (GPA) of 3.0.

• Students will declare Thesis or Non-Thesis track at the time of enrollment.

• Non-Thesis Track graduates will not be permitted to return to complete PSYCH 670 and receive a degree in any MSP Thesis Track program at the University.

• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

  Master of Science in Psychology

Scholastic Disqualification for the MSP/I-O

COM 600 must be completed with a grade of B or better. Students who do not pass this course with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the MSP/I-O

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 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “B” (3.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 600, PSYCH 610, PSYCH 660, PSYCH 665

Course Descriptions for the MSP/I-O

COM 600 ...............................................................................3 credits

Communication Skills for Graduate Study

This course provides students with an introduction to strategies for academic success at the graduate level. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and collaborative processes.

PSYCH 600 ..............................................................................3 credits
Developmental Psychology

This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic and ethical issues related to research and practice are also addressed.

PSYCH 610 ..............................................................................3 credits

Research Methods in Psychology

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 will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.

PSYCH 620 ..............................................................................3 credits

Multicultural and Social Issues in Psychology

This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice and valued diversity are emphasized.

PSYCH 625 ..............................................................................3 credits
Statistics for the Behavior Sciences
This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn how to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance procedures.

PSYCH 700 ......................................................... 3 credits

Introduction to I/O
This survey course introduces the domains of the I/O program. The topics include an overview of the four I/O program domains: human resource management, factors influencing employee performance, organization development, and research relevance within the I/O field of study. Furthermore, the learner will gain a firm understanding of the evolution of the I/O field of study from the foundations of the field to the present day, the various ways that I/O psychologists contribute to organizations, broader scientific community, and the main ethical issues likely to be encountered in the field. The survey course covers a wide variety of topics, ranging from employee selection to organizational development, with the goal of exposing students to the main issues influenced by I/O psychologists.

PSYCH 630 ......................................................... 3 credits

Physiological Psychology
This course emphasizes the biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to the psychological processes of sensation, drive, emotion, learning, and memory.

PSYCH 635 ......................................................... 3 credits

Psychology of Learning
This course surveys contemporary research and theory in the field of cognitive psychology, including problem solving and reasoning, attention, memory, knowledge representation, language, and imagery. Strategies and methods for investigating cognition are presented along with future trends involving interdisciplinary research in this growing field.

PSYCH 640 ......................................................... 3 credits

Cognitive Psychology
This course surveys contemporary research and theory in the field of cognitive psychology, including problem solving and reasoning, attention, memory, knowledge representation, language, and imagery. Strategies and methods for investigating cognition are presented along with future trends involving interdisciplinary research in this growing field.

PSYCH 705 ......................................................... 3 credits

Personnel Psychology
Learners gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees/managers/executives, including discussions about tests, assessment centers, and interviews. Furthermore, the course examines the role of the I/O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.

PSYCH 643 ......................................................... 3 credits

Personality Theories
This course enables students to differentiate among the primary theoretical approaches to the study of personality, including psychodynamic, affective, cognitive-behavioral, and systems theories. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.

PSYCH 706 ......................................................... 3 credits

Human Performance, Assessment, and Feedback
In this course learners are familiarized with basic models of learning, as well as the different approaches to training, design, delivery, and measurement, that are necessary for organizational development programs. A key emphasis of the class concerns designing essential and effective training objectives that are aligned with an organization’s mission.

PSYCH 690 ......................................................... 3 credits

Psychopathology
This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential and systemic. Ethical issues related to research and practice in the field will be addressed. Students will be challenged to consider various definitions of normality/abnormality, the process of rendering a diagnosis, and the symptoms, causes and interventions for commonly occurring mental disorders.

PSYCH 655 ......................................................... 3 credits

Psychometrics
This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the quality of various psychological tests and develop an understanding of the complex process of test development. Social, cultural and ethical issues will be addressed as students examine the psychometric properties and appropriate applications of commonly used educational, intelligence and personality assessment instruments.

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 660 ......................................................... 3 credits

Ethics and Professional Issues
This course surveys various professional activities in psychology with emphasis on the legal and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, duty to warn and protect, dual relationships, supervision, consultation, ethical considerations when working with diverse populations, and the application of ethical decision-making models.

PSYCH 665 ......................................................... 3 credits

Integrative Capstone: Psychology Past and Present
This course will trace the historical progression of ideas and con-
cept is Psychology with emphasis on pivotal experiments that influenced our understanding of human behavior. Students will select a specific area of study and explore the historical roots of their selected topic. Students will conduct a comprehensive literature review of a contemporary issue or problem related to their selected topic and develop either an applied project or research proposal. Students will produce an annotated bibliography and a detailed project plan or research proposal.

**Master of Science in Psychology Concentration in Industrial-Organizational Psychology (Thesis Track)**

The following Master of Science in Psychology Concentration in Industrial-Organizational Psychology (MSP/I-O) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science in Psychology focuses on the scientific study of human behavior including cognition, motivation and emotion. The program provides training in four core areas: biological bases of behavior, acquired or learned bases of behavior, social, cultural and systemic influences on behavior and individual differences in behavior. Students will learn how the science of psychology is advanced through research. Emphasis is placed on critical thinking, problem-solving and the application of knowledge to problems and issues related to the human experience. This program is not designed to prepare students for professional licensure.

For more information about our graduation rates, the median debt 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.

**MSP/I-O Required Course of Study**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 600</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 610</td>
<td>Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 620</td>
<td>Multicultural and Social Issues in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 625</td>
<td>Statistics for the Behavior Sciences PSYCH 700</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 630</td>
<td>Introduction to I/O</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 635</td>
<td>Psychology of Learning</td>
<td>3</td>
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<tr>
<td>PSYCH 640</td>
<td>Psychology of Learning</td>
<td>3</td>
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<tr>
<td>PSYCH 645</td>
<td>Cognitive Psychology</td>
<td>3</td>
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<td>PSYCH 705</td>
<td>Personnel Psychology</td>
<td>3</td>
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<td>PSYCH 706</td>
<td>Human Performance, Assessment, and Feedback</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 650</td>
<td>Psychopathology</td>
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<td>PSYCH 655</td>
<td>Psychometrics</td>
<td>3</td>
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<td>PSYCH 658</td>
<td>Work Motivation and Job Attitudes</td>
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<td>PSYCH 660</td>
<td>Ethics and Professional Issues</td>
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</tr>
<tr>
<td>PSYCH 665</td>
<td>Master’s Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Degree Requirements for the MSP/I-O**

- Completion of a minimum of 54 credits.
- A minimum grade point average (GPA) of 3.0.
- Students will declare Thesis or Non-Thesis track at the time of enrollment.
- Concentrations and Thesis Track are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Master of Science in Psychology.

**Academic Progression Requirements for the MSP/I-O**

- Students must successfully complete COM 600 with a B or better.
- The following course contains multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Therefore enrollment in the following course shall not exceed 10 students: PSYCH 670.
• Students must complete PSYCH 670 with a grade of Pass. Students have three attempts to successfully complete PSYCH 670. Students who do not complete PSYCH 670 with a grade of Pass by the third attempt cannot continue in the thesis track program, but have the option to change to the non-thesis track of the program.

Scholastic Disqualification for the MSP/I-O
COM 600 must be completed with a grade of B or better. Students who do not pass this course with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the MSP/I-O
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 45 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 600, PSYCH 610, PSYCH 660, PSYCH 665, PSYCH 670

Course Descriptions for the MSP/I-O

Communications Skills for Graduate Study
This course provides students with an introduction to strategies for academic success at the graduate level. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and collaborative processes.

PSYCH 660 3 credits

Developmental Psychology
This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic and ethical issues related to research and practice are also addressed.

PSYCH 610 3 credits

Research Methods in Psychology
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 will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.

PSYCH 620 3 credits

Multicultural and Social Issues in Psychology
This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice and valued diversity are emphasized.

PSYCH 625 3 credits

Statistics for the Behavior Sciences
This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance procedures.

PSYCH 700 3 credits

Introduction to I/O
This survey course introduces the domains of the I/O program. The topics include an overview of the four I/O program domains: human resource management, factors influencing employee performance, organization development, and research relevance within the I/O field of study. Furthermore, the learner will gain a firm understanding of the evolution of the I/O field of study from the foundations of the field to the present day, the various ways that I/O psychologists contribute to organizations, broader scientific community, and the main ethical issues likely to be encountered in the field. The survey course covers a wide variety of topics, ranging from employee selection to organizational development, with the goal of exposing students to the main issues influenced by I/O psychologists.

PSYCH 630 3 credits

Physiological Psychology
This course emphasizes the biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to the psychological processes of sensation, drive, emotion, learning, and memory.

PSYCH 635 3 credits

Psychology of Learning
This course examines major theories of learning, covering topics such as classical conditioning, operant conditioning, shaping and chaining, reinforcement schedules, punishment, one-trial learning, and cognitive and social processes in learning. Students will examine research from animal and human studies, emphasizing basic and complex models of acquired behavior, motivation and mem-
or.

**Psychometrics**

This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the quality of various psychological tests and develop an understanding of the complex process of test development. Social, cultural and ethical issues will be addressed as students examine the psychometric properties and appropriate applications of commonly used educational, intelligence and personality assessment instruments.

**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.

**Ethics and Professional Issues**

This course surveys various professional activities in psychology with emphasis on the legal and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, duty to warn and protect, dual relationships, supervision, consultation, ethical considerations when working with diverse populations, and the application of ethical decision-making models.

**Integrative Capstone: Psychology Past and Present**

This course will trace the historical progression of ideas and concepts in Psychology with emphasis on pivotal experiments that influenced our understanding of human behavior. Students will select a specific area of study and explore the historical roots of their selected topic. Students will conduct a comprehensive literature review of a contemporary issue or problem related to their selected topic and develop either an applied project or research proposal. Students will produce an annotated bibliography and a detailed project plan or research proposal.

**Master’s Thesis**

Only those students who have developed a detailed and manageable research proposal in PSYCH 665 may enroll in this course. Prior to enrolling, students must have procured permission to collect data from a specific population. During the course, the student will implement a small-scale qualitative or quantitative study, analyze the data and document the research in an APA style manuscript.

**Master of Science in Psychology Concentration in Behavioral Health**

The following Master of Science in Psychology Concentration in Behavioral Health (MSP/BH) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science in Psychology focuses on the scientific study of human behavior including cognition, motivation and emotion. The program provides training in four core areas: biological bases of behavior, acquired or learned bases of behavior, social, cultural and systemic influences on behavior and individual differences in behavior. Students will learn how the science of psychology is advanced through research. Emphasis is placed on critical thinking, problem-solving and the application of knowledge to problems and issues related to the human experience. This program is not designed to prepare students for professional licensure.
For more information about our graduation rates, the median debt 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.

**MSP/BH Required Course of Study**

<table>
<thead>
<tr>
<th>Course Description for the MSP/BH</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills for Graduate Study</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYCH 600 ~ Developmental Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYCH 610 ~ Research Methods in Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYCH 620 ~ Multicultural and Social Issues in Psychology</td>
<td>3 credits</td>
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<td>PSYCH 624 ~ Cognitive Psychology</td>
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<tr>
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<tr>
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<td>PSYCH 635 ~ Psychology of Learning</td>
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<td>PSYCH 640 ~ Personality Theories</td>
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<td>PSYCH 665 ~ Ethics and Professional Issues</td>
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<tr>
<td>PSYCH 670 ~ Integrative Capstone: Psychology Past and Present</td>
<td>3 credits</td>
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</tbody>
</table>

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the MSP/BH**

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 MSP/BH**

- Completion of a minimum of 48 credits.
- A minimum grade point average (GPA) of 3.0.
- Students will declare Thesis or Non-Thesis track at the time of enrollment.
- Non-Thesis Track graduates will not be permitted to return to complete PSYCH 670 and receive a degree in any MSP Thesis Track program at the University.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Master of Science in Psychology

**Scholastic Disqualification for the MSP/BH**

COM 600 must be completed with a grade of B or better. Students who do not pass this course with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and permanently withdrawn from the program.

**Residency Requirements and Course Waivers for the MSP/BH**

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 39 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 last 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 600, PSYCH 610, PSYCH 660, PSYCH 665

**Course Descriptions for the MSP/BH**

COM 600 ................................................................................ 3 credits

**Communication Skills for Graduate Study**

This course provides students with an introduction to strategies for academic success at the graduate level. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and...
time management, and collaborative processes.

PSYCH 600 .................................................................3 credits

Developmental Psychology
This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social, and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic, and ethical issues related to research and practice are also addressed.

PSYCH 610 .................................................................3 credits

Research Methods in Psychology
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 will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.

PSYCH 620 .................................................................3 credits

Multicultural and Social Issues in Psychology
This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice, and valued diversity are emphasized.

PSYCH 625 .................................................................3 credits

Statistics for the Behavior Sciences
This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn how to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance procedures.

PSYCH 630 .................................................................3 credits

Physiological Psychology
This course emphasizes the biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to the psychological processes of sensation, drive, emotion, learning, and memory.

PSYCH 626 .................................................................3 credits

Elements of Health Psychology and Behavioral Health
This course is an overview of the field of health psychology and the origins of the biopsychosocial model from a historical perspective, including the biological, psychological, and social contexts of the science. It provides students with information about the biological foundations of health and illness, as well as current research in health psychology. The dangers of “unscientific” applications and the importance of using critical thinking and evidence-based research when formulating strategies are described.

PSYCH 635 .................................................................3 credits

Psychology of Learning
This course examines major theories of learning, covering topics such as classical conditioning, operant conditioning, shaping and chaining, reinforcement schedules, punishment, one-trial learning, and cognitive and social processes in learning. Students will examine research from animal and human studies, emphasizing basic and complex models of acquired behavior, motivation and memory.

PSYCH 640 .................................................................3 credits

Cognitive Psychology
This course surveys contemporary research and theory in the field of cognitive psychology, including problem solving and reasoning, attention, memory, knowledge representation, language, and imagery. Strategies and methods for investigating cognition are presented along with future trends involving interdisciplinary research in this growing field.

PSYCH 627 .................................................................3 credits

Illness Prevention and Health Promotion
This course examines research on the basic relationships between behavior and health, including stress, eating and obesity, substance abuse, and chronic illness such as cardiovascular disease, cancer and HIV/AIDS. Students will learn the major concepts of illness prevention and health promotion, with a focus on both personal behavioral factors and sociocultural determinants. Special attention will be given to the disparities in health status and prevention efforts with regard to race, gender, ethnicity, and socioeconomic status.

PSYCH 645 .................................................................3 credits

Personality Theories
This course enables students to differentiate among the primary theoretical approaches to the study of personality, including psychodynamic, affective, cognitive-behavioral, and systems theories. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.

PSYCH 650 .................................................................3 credits

Psychopathology
This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential, and systemic. Ethical issues related to research and practice in the field will be addressed. Students will be challenged to consider various definitions of normality/abnormality, the process of rendering a diagnosis, and the symptoms, causes, and interventions for commonly occurring mental disorders.

PSYCH 628 .................................................................3 credits

Evidence-based Interventions in Behavioral Health
This course provides a description of those therapeutic interventions which are based on outcome studies. Students will learn practical assessment and intervention strategies for the major disorders where health psychology plays a role, including chronic stress and pain, obesity and eating disorders, substance abuse, HIV and AIDS, diabetes and hypertension, insomnia and cancer. Methods will include self-monitoring, relaxation and meditation techniques, stimulus control, self-management, and cognitive-behavioral therapies. Complementary and alternative therapies which have shown clinical efficacy will also be described.

PSYCH 665 .................................................................3 credits
Psychometrics
This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the quality of various psychological tests and develop an understanding of the complex process of test development. Social, cultural and ethical issues will be addressed as students examine the psychometric properties and appropriate applications of commonly used educational, intelligence and personality assessment instruments.

PSYCH 660 ......................................................... 3 credits

Ethics and Professional Issues
This course surveys various professional activities in psychology with emphasis on the legal and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, duty to warn and protect, dual relationships, supervision, consultation, ethical considerations when working with diverse populations, and the application of ethical decision-making models.

PSYCH 665 ......................................................... 3 credits

Integrative Capstone: Psychology Past and Present
This course will trace the historical progression of ideas and concepts in Psychology with emphasis on pivotal experiments that influenced our understanding of human behavior. Students will select a specific area of study and explore the historical roots of their selected topic. Students will conduct a comprehensive literature review of a contemporary issue or problem related to their selected topic and develop either an applied project or research proposal. Students will produce an annotated bibliography and a detailed project plan or research proposal.

Master of Science in Psychology Concentration in Behavioral Health (Thesis Track)

The following Master of Science in Psychology Concentration in Behavioral Health (MSP/BH) program may be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science in Psychology focuses on the scientific study of human behavior including cognition, motivation and emotion. The program provides training in four core areas: biological bases of behavior, acquired or learned bases of behavior, social, cultural and systemic influences on behavior and individual differences in behavior. Students will learn how the science of psychology is advanced through research. Emphasis is placed on critical thinking, problem-solving and the application of knowledge to problems and issues related to the human experience. This program is not designed to prepare students for professional licensure. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ms-p.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

MSP/BH Required Course of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 600</td>
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<td>Communication Skills for Graduate Study</td>
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<td>PSYCH 600 ~</td>
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<tr>
<td>Developmental Psychology</td>
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<td>PSYCH 610 ~</td>
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<td>Research Methods in Psychology</td>
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<td>PSYCH 620 ~</td>
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<tr>
<td>Multicultural and Social Issues in Psychology</td>
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<td>PSYCH 630 ~</td>
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<td>Physiological Psychology</td>
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<td>PSYCH 626 ~</td>
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<tr>
<td>Elements of Health Psychology and Behavioral Health</td>
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<td>PSYCH 635 ~</td>
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<td>Psychology of Learning</td>
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<td>PSYCH 628 ~</td>
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<td>PSYCH 670 ~</td>
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<td>Master’s Thesis</td>
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The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSP/BH

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.

• Signed Thesis Requirement Addendum Form.
Degree Requirements for the MSP/BH

- Completion of a minimum of 51 credits.
- A minimum grade point average (GPA) of 3.0.
- Students will declare Thesis or Non-Thesis track at the time of enrollment.
- Concentrations and Thesis Track are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Science in Psychology

Academic Progression for the MSP/BH

- Students must successfully complete COM 600 with a B or better.
- The following course contains multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Therefore enrollment in the following course shall not exceed 10 students: PSYCH 670
- Students must complete PSYCH 670 with a grade of Pass. Students have three attempts to successfully complete PSYCH 670. Students who do not complete PSYCH 670 with a grade of Pass by the third attempt cannot continue in the thesis track program, but have the option to change to the non-thesis track of the program.

Scholastic Disqualification for the MSP/BH

COM 600 must be completed with a grade of B or better. Students who do not pass this course with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the MSP/BH

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 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. Therefore enrollment in the following course shall only and will not appear on the diploma. The diploma awarded for this program will read as:

Master of Science in Psychology

Scholarship Requirements for the MSP/BH

Students must meet established University scholarship 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.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 600, PSYCH 610, PSYCH 660, PSYCH 665, PSYCH 670

Course Descriptions for the MSP/BH

COM 600 ..................................................................................3 credits

Communication Skills for Graduate Study
This course provides students with an introduction to strategies for academic success at the graduate level. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and collaborative processes.

PSYCH 600 ...............................................................................3 credits

Developmental Psychology
This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic and ethical issues related to research and practice are also addressed.

PSYCH 610 ...............................................................................3 credits

Research Methods in Psychology
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 will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.

PSYCH 620 ...............................................................................3 credits

Multicultural and Social Issues in Psychology
This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice and valued diversity are emphasized.

PSYCH 625 ...............................................................................3 credits

Statistics for the Behavior Sciences
This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn how to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance procedures.

PSYCH 630 ...............................................................................3 credits

Physiological Psychology
This course emphasizes the biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to the psychological processes of sensation, drive, emotion, learning, and memory.

PSYCH 626 ...............................................................................3 credits

Elements of Health Psychology and Behavioral Health
This course is an overview of the field of health psychology and the
origins of the biopsychosocial model from a historical perspective, including the biological, psychological and social contexts of the science. It provides students with information about the biological foundations of health and illness, as well as current research in health psychology. The dangers of “unscientific” applications and the importance of using critical thinking and evidence-based research when formulating strategies are described.

PSYCH 635 ................................................................. 3 credits
Psychology of Learning
This course examines major theories of learning, covering topics such as classical conditioning, operant conditioning, shaping and chaining, reinforcement schedules, punishment, one-trial learning, and cognitive and social processes in learning. Students will examine research from animal and human studies, emphasizing basic and complex models of acquired behavior, motivation and memory.

PSYCH 640 ................................................................. 3 credits
Cognitive Psychology
This course surveys contemporary research and theory in the field of cognitive psychology, including problem solving and reasoning, attention, memory, knowledge representation, language, and imagery. Strategies and methods for investigating cognition are presented along with future trends involving interdisciplinary research in this growing field.

PSYCH 627 ................................................................. 3 credits
Illness Prevention and Health Promotion
This course examines research on the basic relationships between behavior and health, including stress, eating and obesity, substance abuse, and chronic illness such as cardiovascular disease, cancer and HIV/AIDS. Students will learn the major concepts of illness prevention and health promotion, with a focus on both personal behavioral factors and sociocultural determinants. Special attention will be given to the disparities in health status and prevention efforts with regard to race, gender, ethnicity, and socioeconomic status.

PSYCH 645 ................................................................. 3 credits
Personality Theories
This course enables students to differentiate among the primary theoretical approaches to the study of personality, including psychodynamic, affective, cognitive-behavioral, and systems theories. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.

PSYCH 650 ................................................................. 3 credits
Psychopathology
This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential and systemic. Ethical issues related to research and practice in the field will be addressed. Students will be challenged to consider various definitions of normality/abnormality, the process of rendering a diagnosis, and the symptoms, causes and interventions for commonly occurring mental disorders.

PSYCH 628 ................................................................. 3 credits
Evidence-based Interventions in Behavioral Health
This course provides a description of those therapeutic interventions which are based on outcome studies. Students will learn practical assessment and intervention strategies for the major disorders where health psychology plays a role, including chronic stress and pain, obesity and eating disorders, substance abuse, HIV and AIDS, diabetes and hypertension, insomnia and cancer. Methods will include self-monitoring, relaxation and meditation techniques, stimulus control, self-management, and cognitive-behavioral therapies. Complementary and alternative therapies which have shown clinical efficacy will also be described.

PSYCH 655 ................................................................. 3 credits
Psychometrics
This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the quality of various psychological tests and develop an understanding of the complex process of test development. Social, cultural and ethical issues will be addressed as students examine the psychometric properties and appropriate applications of commonly used educational, intelligence and personality assessment instruments.

PSYCH 660 ................................................................. 3 credits
Ethics and Professional Issues
This course surveys various professional activities in psychology with emphasis on the legal and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, duty to warn and protect, dual relationships, supervision, consultation, ethical considerations when working with diverse populations, and the application of ethical decision-making models.

PSYCH 665 ................................................................. 3 credits
Integrative Capstone: Psychology Past and Present
This course will trace the historical progression of ideas and concepts in Psychology with emphasis on pivotal experiments that influenced our understanding of human behavior. Students will select a specific area of study and explore the historical roots of their selected topic. Students will conduct a comprehensive literature review of a contemporary issue or problem related to their selected topic and develop either an applied project or research proposal. Students will produce an annotated bibliography and a detailed project plan or research proposal.

PSYCH 670 ................................................................. 3 credits
Master’s Thesis
Only those students who have developed a detailed and manageable research proposal in PSYCH 665 may enroll in this course. Prior to enrolling, students must have procured permission to collect data from a specific population. During the course, the student will implement a small-scale qualitative or quantitative study, analyze the data and document the research in an APA style manuscript.
The University of Phoenix School of Business offers the Master of Business Administration, Master of Management, and Master of Science in Accountancy programs. Although only one MBA degree may be earned, MBA students may choose to pursue the MBA or a concentration in a variety of areas. The University of Phoenix School of Business also offers graduate programs in management and accountancy, which can be completed in addition to the MBA degree program.

**Master of Business Administration**

The following Master of Business Administration (MBA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state.

Please contact your enrollment advisor for more information.

The Master of Business Administration (MBA) program prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is based on current research of managerial competencies and graduate business standards as tested by existing national standardized graduate business examinations.

In addition to the University of Phoenix learning goals, the MBA program prepares students to:

- Demonstrate the knowledge and skills needed to identify and solve organizational problems using a systematic decision-making approach.
- Demonstrate the knowledge and skills needed to manage, develop, and motivate personnel to meet changing organizational needs in a global business environment.
- Apply critical analysis of alternatives under conditions of uncertainty.
- Develop awareness of their own values and the effect of those values on organizational decision making.
- Assess whether an organization’s plans and actions align with its values.
- Comprehend the application of a significant amount of business administration knowledge within the domains of management, business law, human capital management, organizational leadership, quantitative reasoning for business, economics, accounting, applied business research & statistics, operations management, corporate finance, marketing, and strategic planning & implementation.

Students can gain additional knowledge in a concentration area through the selection and completion of 15 graduate-level credits in concentration-specific courses.

Students may also complete an additional concentration. Please contact your academic representative for more information.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba.

**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.
Students earning a FIN concentration will complete a minimum of 48 standard MBA required course of study, and 12 credits from the FIN 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-fin.

FIN 580 ~ .......................................................... 3 credits
Global Capital Markets
FIN 585 ~ .......................................................... 3 credits
Financial Controlling
FIN 590 ~ .......................................................... 3 credits
Audit and Compliance Management
Students must choose one course from the following:
FIN 591 ~ .......................................................... 3 credits
Real Estate Investment
FIN 592 ~ .......................................................... 3 credits
Mergers and Acquisitions
FIN 593 ~ .......................................................... 3 credits
Investment Banking

Global Management Concentration

MBA students may earn a concentration in Global Management (GM) by completing at least 15 credit hours of course work in Global Management.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-gm.

GMGT 510 ~ ....................................................... 3 credits
Global Business Organization and Culture
GMGT 520 ~ ....................................................... 3 credits
External Environment of Global Business
GMGT 530 ~ ....................................................... 3 credits
Internal Environment of Global Business
GMGT 540 ~ ....................................................... 3 credits
Global Strategy Formulation and Implementation
CAP GM591 ....................................................... 3 credits

Cases in Cross-Border Management

Health Care Management Concentration

MBA students may earn a concentration in Health Care Management (HCM) by completing at least 15 credit hours of course work in Health Care Management.

For more information about our graduation 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.

PM 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 581 ~ ................................................................. 3 credits
Project Leadership
PM 584 ~ ................................................................. 3 credits
Project Risk Management
PM 586 ~ ................................................................. 3 credits
Project Quality Management
PM 598 ~ ................................................................. 3 credits
Project Management Capstone

Technology Management Concentration

MBA students may earn a concentration in Technology Management (TM) by completing at least 15 credit hours of coursework in Technology Management.

Students earning a TM concentration will complete a minimum of 51 credits (36 credits from the MBA required areas) which includes 15 credits from concentration coursework.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-tm.

COM TM541 ~ .......................................................... 3 credits
Communications for Managers of Technology
PM 571 ~ ................................................................. 3 credits
Project Management
TMGT 540 ~ ............................................................ 3 credits
Management of R&D and Innovation Processes
TMGT 550 ~ ............................................................ 3 credits
Technology Transfer in the Global Economy
TMGT 590 ~ ............................................................ 3 credits
Applications of Technology Management

The University reserves the right to modify the required course of study. Please note that within each state, concentration availability may vary by campus location.

Additional Admission Requirements for the MBA

All applicants are expected to meet the following admissions requirements:

• An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

• No work experience is required for this program.

• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MBA

The degree requirements for this program are the following:

• A minimum of 36 graduate credits must be completed to meet all areas of the required course of study.

• A minimum grade point average (GPA) of 3.0.

• Students must take courses within a sequence specified by course prerequisite requirements.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: 
  Master of Business Administration

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.
• Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
• 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
• 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, macro-
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**

This course examines 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**

This course examines 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

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 555 ................................................................. 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 Finance Concentration

Global Capital Markets
This course examines the international financial environment facing firms in a globalized economy. Students will assess the impact of economic policy and financial disturbances on financial markets, exchange rates, and capital flows. Other topics include investment analysis, asset management, capital markets, hedge funds, corporate finance, and international macroeconomics.
FIN 580 ................................................................. 3 credits

Financial Controlling
This course analyzes several topics concerning financial control. Students will explore design and use of cost management systems, financial performance measures for enhancing firm value, managerial incentive contracts and accounting data, and management accounting. Other topics include managing earnings and financial ratios, use of balanced scorecard to evaluate financial/nonfinancial managerial performance, and post-auditing of capital investments.
FIN 590 ................................................................. 3 credits

Real Estate Investment
This course explores the techniques of real estate investment analysis, including financing, taxes, and decision-making criteria in today’s real estate investment environment. Students will analyze the risks and rewards of existing and proposed real estate projects to make specific financing and investment decisions. Other topics include real estate financial analysis and valuation, diversification of real estate assets, real estate taxation, and real estate law.
FIN 592 ................................................................. 3 credits

Mergers and Acquisitions
This course examines merger and acquisition opportunities to maximize corporate value and shareholder wealth in a competitive market environment. Students will focus on the identification, screening, selection, evaluation, and financing of activities. Other topics include business failures and restructuring strategies.
FIN 593 ................................................................. 3 credits

Investment Banking
This course examines investment banking firm organizational structure, products, risks, earnings, regulations, innovations and competition. Students will analyze the functions of the banking business, including equity, bond and convertible financings and sales and trading business. Other topics include investment banking relationships with LBO funds, hedge funds and corporate and
institutional clients.

**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 forces, cultural analysis, communication strategies, human resources investment and utilization, and managing across borders.

**GMGT 520** ................................................................. 3 credits

**External Environment of Global Business**

This course explores issues and institutions that affect global business outside the direct control of the organization. Topics include country risk assessment, basis for trade and capital flows, exchange rate determination, international, national, and local organizations, regional integration, and conflict resolution of global trade disputes.

**GMGT 530** ................................................................. 3 credits

**Internal Environment of Global Business**

This course examines issues and functions that global business faces within control of the organization. Topics include organizations forms of entry and exit, legal issues, marketing, finance, human resources, and risk management.

**GMGT 540** ................................................................. 3 credits

**Global Strategy Formulation and Implementation**

This course develops strategy for global implementation. Topics include the role of global strategy in the organization, the current state and strategy choices, strategy selection, implementation and control issues, portfolio management, and case analysis.

**CAP GM591** ............................................................ 3 credits

**Cases in Cross-Border Management**

This content area capstone course applies management concepts to a global environment. Students learn to evaluate opportunities and challenges in 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 Care Organizations and Delivery Systems**

This course is a comprehensive approach to health care organizations and systems that provide the student with an in-depth understanding of health organizations. Topics include the evolution of health care delivery during a time of financial and regulatory stress, the impact of the evolving consumer movement, and managing efficient and effective organizational structures.

**HCS 533** ................................................................. 3 credits

**Health Information Systems**

This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.

**HCS 545** ................................................................. 3 credits

**Health Law and Ethics**

Students explore and analyze current ethical issues such as a biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.

**HCS 586** ................................................................. 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 588** ................................................................. 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 554** ................................................................. 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 558** ................................................................. 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 devel-
opment & delivery, employee relations, organizational development, performance management, and performance management.

HRM 554 .................................................................................................. 3 credits

Oxational 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 Project Management Professional (PMP) certification preparation.

Course Descriptions for the Technology Management Concentration
COM TM541 .......................................................................................... 3 credits

Communications for Managers of Technology
This course prepares graduate students to apply communication principles to the roles they play as technology managers. Students learn how to effectively communicate technical issues to non-technical stakeholders in a business environment. Other topics include the role of perception in communication, techniques to enhance group communication, aligning communication to an audience, cross-border communications, and ethics in organizational communications.

PM 571 .................................................................................................. 3 credits

Project Management
This course integrates the five processes that define project management. Students will design a project management plan to accomplish an organizational objective. Other topics include project initiation, budgeting, communications, execution, team management, control, and closure.

TMGT 540 .......................................................................................... 3 credits
Management of R&D and Innovation Processes
This course explores the role of research and development (R&D) as a means to provide future survival and growth for the organization as the lifecycle of existing products and/or services matures to obsolescence. Also introduced are techniques used to stimulate and manage innovation in the workplace.

TMGT 550 ................................................................. 3 credits

Technology Transfer in the Global Economy
This course introduces the student to the concept of multinational enterprises and the role of technology in the strategic management of these enterprises. This course focuses on opportunities to utilize technology transfer within global business to meet the goals of the strategic plan.

TMGT 590 ................................................................. 3 credits

Applications of Technology Management
This is an integrative course and the capstone for the MBA/TM program. The outcome is to apply a range of skills from the individual courses in the technology management program to develop a change management plan to implement, build, and initiate a technology product or infrastructure in an organization.

Master of Management

The following Master of Management (MM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Management degree program promotes the development of management competencies through the practical application of theory, business and management diagnostics, and the formulation of creative management and consulting solutions. Students will acquire a wide range of tools, concepts and methodologies to design, conduct, and follow through on successful consulting practices. In addition, students will be able to actively develop their interpersonal and business-related management skills in order to foster leadership, creative thinking, collegiality, and teamwork ability in an international context. The Master of Management will provide students with first-hand knowledge of the tools and techniques used by successful consultants in the competitive management consulting industry.

For more information about our graduation 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
MGT 527 ................................................................. 3 credits
Consulting
Organizational Communications, 3 total credits
COM 537 ~ ................................................................. 3 credits
Organizational Communications
Leadership, 3 total credits
LDR 535 ~ ................................................................. 3 credits

Leading Change
Global Management, 3 total credits
MGT 538 ~ ................................................................. 3 credits
Global Management 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 or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- No work experience is required for this program.

- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MM
The degree requirements for this program are the following:

- A minimum of 42 graduate credits must be completed to meet all areas of the required course of study.
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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses may not be waived from the degree program: MGT 527, MGT 598

The School of Advanced Studies offers a bridge opportunity for masters degree students who are interested in taking doctoral courses as part of the masters degree program. The School of Advanced Studies has created a bridge opportunity for master’s degree students who are interested in taking doctoral courses as part of the master’s degree program. Our goal is to encourage students to enroll in doctoral programs at University of Phoenix.

In this bridge program, a master’s degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master’s degree program.

All credit-bearing doctoral courses must be completed with a grade of “B-” or better. Students who earn a grade lower than a “B-” will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Course Descriptions for the MM

MGT 527..................................................................................3 credits

Consulting
This course applies the tools available to University of Phoenix graduate students and the competencies of successful individuals who exercise influence within an organization but have no direct authority to make changes or implement programs. Students learn their own perceptions and values to communicate more effectively with others. Other topics include Master of Management program goals, argument construction, decision making, collaboration, and academic research.

COM 537 .................................................................................3 credits

Organizational Communications
This course prepares graduate students to apply written and oral communication principles to the roles they play as managers. Students will learn how to persuade a variety of stakeholders to commit to a proposal. Other topics include the role of perception in communication, techniques, aligning communication to an audience, business justifications, presenting data, and ethics in organizational communications.

LDR 535 ..................................................................................3 credits

Leading Change
This course applies leadership concepts to create organizational change. Students will create a plan to lead an organizational change in which they have no direct authority over necessary decisions. Other topics include leadership theories, organizational theory, levels of organizational change, and transformation leadership.

MGT 538 ..................................................................................3 credits

Managing in a Cross-cultural Environment
This course prepares students to persuade decision makers across global dimensions of culture. Students will create a training plan for enhancing cultural awareness and tolerance within a cross-border organization. Other topics include cross-cultural communication, differences in decision making, values, motivation, and leadership.

MGT 557 ..................................................................................3 credits

Negotiation, Power, and Politics
This course prepares students to achieve organizational objectives through formal and informal channels. Students will create a plan to achieve a goal by applying negotiation skills within the formal and informal structures of an organization. Other topics include coalitions, types of power, liaison roles, and persuasion.

QNT 565 ..................................................................................3 credits

Research Methods, Design and Analysis
This course applies research and probability concepts to project management decisions. Students will evaluate feasibility, manage risk, and measure outcomes for a project. Other topics include measures of central tendency & dispersion, program evaluation, research design, data sampling, and analysis & presentation.

MGT 567 ..................................................................................3 credits

Ethics and Social Responsibility
This course prepares students to align an organization’s social responsibility initiatives with its values. Students will create a proposal for an organization that aligns corporate social initiatives with its values. Other topics include ethics, values awareness, and evaluating the results of social initiatives.

LAW 575 ..................................................................................3 credits

Business Law for Consultants
This course prepares students to evaluate the legal risks associated with business consulting. Students will create proposals to manage an individual’s legal exposure when performing consulting work.
Other topics include the legal system, alternative dispute resolution, enterprise liability, international law, business risks, intellectual property, legal forms of business, and governance.

PM 586 ................................................................. 3 credits

Project Quality Management
This course applies quality control techniques to project development and implementation. Students will create a continuous quality improvement plan for projects within an organization. Other topics include scheduling, quality planning, quality assurance, scope management, schedule control, and quality control.

FIN 575 ................................................................. 3 credits

Project Budget and Finance
This course applies finance concepts to evaluate and manage projects. Students will prepare a plan to obtain funding and manage a project budget. Other topics include return on investment, cost classification, debt and equity financing, and project cash flows.

MKT 579 ................................................................. 3 credits

Marketing Strategy
This course prepares students to evaluate marketing and strategic choices of an organization. Students will analyze a series of case studies to recommend changes needed to achieve organizational marketing goals and strategy. Other topics include generic & grand strategies, strategic analysis, competitive advantage, consumer behavior, and branding.

MKT 578 ................................................................. 3 credits

Public Relations
This course prepares students to evaluate the use of public relations in meeting organizational objectives. Students will create a response to a given public relations challenge. Other topics include media relations; promotion; public relations tools, publicity, and ethics.

ORG 581 ................................................................. 3 credits

Organizational Design
This course prepares students to design organizations that adapt to environmental changes through innovation. Students will prepare a plan to incorporate innovation into organizational design to align an organization with a change in strategy. Other topics include the learning organization, authority & control, specialization & coordination, entrepreneurship, and lateral organizations.

MGT 598 ................................................................. 3 credits

Consulting Project
This course applies student understanding of organizations and project management to the development of a consulting project. The course requires students to synthesize and integrate theory and practice from all prior courses in the program.

MAster of Science in Accountancy

The following Master of Science in Accountancy (MSA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science in Accountancy (MSA) provides the breadth of knowledge for the professional accountant. Students master the theory and principles that frame a wide range of problems and issues encountered in the accounting profession. This program is designed for accountants and non-accountants who are preparing for a professional certification in accounting such as the uniform Certified Public Accountant (CPA) exam. This degree will allow students to seek positions in such career areas as accounting, auditing, and budgeting.

The MSA consists of 36 credit hours. Thirty credit hours constitute the core curriculum which covers the following areas of accounting: accounting theory and research, accounting information systems, managerial accounting and legal aspects of business, internal control systems, financial reporting, auditing, taxation, not-for-profit and government accounting, forensic accounting, and accounting ethics. The core courses were designed based upon the standards proposed by the National Association of State Boards of Accountancy (NASBA). Additionally, six credit hours make up the financial accounting and communication proficiency courses. The proficiency courses are required for students who have not completed previous coursework in financial accounting or communications.

This program addresses the goals of the American Institute of Certified Public Accountants (AICPA) Vision Project for the professional values, communications and leadership skills, strategic and critical thinking skills, and technology skills (The American Institute of Certified Public Accountants, 2007). In addition, the program meets the University of Phoenix learning goal of collaboration. A key feature of this program is the utilization of the CPA Test Prep software, which is integrated throughout the core program.

Note: Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student’s specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine if this program, combined with their undergraduate degree and any other specific criteria, meets the requirements to qualify for examination in that specific jurisdiction. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction’s requirements will be consistent with the requirements at the time of admission.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msa.

MSA Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number.

COM 530 ................................................................. 3 credits

Communications for Accountants

ACC 537 ................................................................. 3 credits

Financial Accounting

ACC 541 ~ ............................................................. 3 credits

Accounting Theory & Research

ACC 542 ~ ............................................................. 3 credits

Accounting Information Systems

ACC 543 ~ ............................................................. 3 credits

Managerial Accounting & Legal Aspects of Business

ACC 544 ~ ............................................................. 3 credits

Internal Control Systems

ACC 545 ~ ............................................................. 3 credits
Academic Progression Requirements for the MSA

- A minimum program grade point average (GPA) of 3.0.

Degree Requirements for the MSA

- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- 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, an ABA accredited institution, 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.

Residency Requirements for the MSA

The University requires completion of a minimum of 21 graduate level credits at the University to meet residency requirements. Students who complete the Graduate Accounting Certificate and wish to enroll in the MSA program can apply courses towards the MSA program requirement.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

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 meet 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 coursework must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The coursework must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course in the Required Course of Study may not be waived: ACC 541

**Course Descriptions for the MSA**

**COM 530** ................................................................. 3 credits

**Communications for Accountants**

In this course, students examine principles and practices of group communication in the context of the organization. Topics include an overview of group communication, culture and conflict, group formation, influence in organizational communication, organizational change, formal communications, and public communications.

ACC 537 ................................................................. 3 credits

**Financial Accounting**

In this course, students gain a broad perspective of accounting and the business enterprise. Topics include University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course in the Required Course of Study may not be waived: ACC 541

**Course Descriptions for the MSA**

**COM 530** ................................................................. 3 credits

**Communications for Accountants**

In this course, students examine principles and practices of group communication in the context of the organization. Topics include an overview of group communication, culture and conflict, group formation, influence in organizational communication, organizational change, formal communications, and public communications.

ACC 537 ................................................................. 3 credits

**Financial Accounting**

In this course, students 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 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 546 ................................................................. 3 credits

**Taxation**

In this course, students receive an overview of the budgeting, accounting, financial reporting, and auditing required of government and not-for-profit organizations. Topics include the governmental accounting, accounting records in government, fund allocation, government-wide reporting, not-for-profit accounting, and governmental performance measures.

ACC 548 ................................................................. 3 credits

**Not-for-Profit & Government 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 may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Information Systems (MIS) program provides the knowledge to successfully apply information systems theory and principles to address real world business opportunities and challenges to meet the needs of today's information economy. Under the guidance of practitioner faculty, the graduate student will use innovative digital materials to understand the development and management of business systems within the organization, to understand and apply the principles of systems analysis and design, to analyze and evaluate emerging information technologies, and to create project, risk, and information systems strategic plans.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mis.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

MIS Required Course of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CMGT 530</td>
<td>3 credits</td>
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<tr>
<td>IT Organizational Behavior</td>
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<tr>
<td>CSS 562</td>
<td>3 credits</td>
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<tr>
<td>Programming Concepts</td>
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<tr>
<td>CIS 568</td>
<td>3 credits</td>
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<td>Information Systems Concepts</td>
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<td>BSA 500</td>
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<td>BSA 502</td>
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<td>Business Systems I</td>
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<td>CMGT 554</td>
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<td>Business Systems II</td>
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<td>CMGT 555</td>
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<td>IT Infrastructure</td>
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<td>CMGT 556</td>
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<tr>
<td>Systems Analysis &amp; Development</td>
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<td>CMGT 557</td>
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<td>Enterprise Models</td>
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<td>CMGT 557</td>
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<td>Emerging Technologies &amp; Issues</td>
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<tr>
<td>DBM 502</td>
<td>3 credits</td>
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<tr>
<td>Database Management</td>
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<td>CMGT 575</td>
<td>3 credits</td>
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<tr>
<td>CIS Project Management</td>
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<td>CMGT 578</td>
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<tr>
<td>CIS Strategic Planning</td>
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<td>CMGT 582</td>
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<tr>
<td>Security &amp; Ethics</td>
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<tr>
<td>CMGT 583</td>
<td>3 credits</td>
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<tr>
<td>IS Integration</td>
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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 or an ABA accredited institution (e.g., 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: 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 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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the required course of study may not be waived: CMGT 530, CMGT 583.

Course Descriptions for the MIS

CMGT 530 ....................................................................................3 credits

IT Organizational Behavior

This course provides strategies for academic success within the University of Phoenix and addresses managerial communication and ethics. Topics include Professional Competence and Values, Critical Thinking and Problem Solving, Communication, Collaboration and Information Utilization.

CSS 562 ....................................................................................3 credits

Programming Concepts

This course provides the conceptual foundation to develop computer software programs. Topics include program development processes, flowcharting, basic design, program structure (methods and events), Boolean logic, looping, recursion, lists and arrays.

CIS 568 ....................................................................................3 credits

Information Systems Concepts

This course focuses on the role of the manager as a user and manager of information. Topics include the analysis & design of information systems. The analysis and design of information systems are covered from the operational, tactical, and strategic perspectives with a focus on identifying specific tools and techniques.

BSA 500 ....................................................................................3 credits

Business Systems I

This course introduces business systems. The course first reviews the basics of the business environment and influences on that environment. Then accounting and finance business systems are reviewed.

BSA 502 ....................................................................................3 credits

Business Systems II

This course reviews the following business systems: marketing, sales, human resources, operations and legal. Emphasis is placed upon the inputs and outputs of information systems and the potential for integration of the systems.

CMGT 554 ....................................................................................3 credits

IT Infrastructure

This course focuses on the managerial level of knowledge and terminology for telecommunications and computer networks. This course covers the concepts and application of the internet; server and storage architectures; and regulatory considerations.

CMGT 555 ....................................................................................3 credits

System Analysis & Development

This course provides a solid background in analysis and design techniques for business system and application software development. Although System Development Life Cycle (SDLC) is fundamental to the course, other methodologies and tools are examined from a manageriable 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 575 ....................................................................................3 credits

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 578 ....................................................................................3 credits

CIS Strategic Planning

This course provides the knowledge and skills to develop effective short, intermediate and long-range strategic information technology plans. Course topics include the need for and responsibilities of an Information Technology Steering Committee, the relationship of information systems planning to the overall organizational mission, goals and assessment of the organization’s current state; determination of information technology, project and management requirements, and the means of prioritizing and selecting information technology projects.

CMGT 582 ....................................................................................3 credits
Security & Ethics
The ethical issues examined in the course will include information privacy, accessibility, and ownership from an organizational perspective. Information laws, regulations and compliance requirements will be examined in this course as well as the considerations for creating a safe digital environment within the organization.
CMGT 583 ............................................................................... 3 credits

IS Integration
This course will focus on the integration of the IS function and the information technology architecture within the enterprise. The alignment of IT with the strategy of the organization will be examined considering the decisions related to information technology architecture.
CIS 568 .................................................................................... 3 credits

Information Systems Concepts
This course focuses on the role of the manager as a user and manager of information. Topics include the analysis & design of information systems. The analysis and design of information systems are covered from the operational, tactical, and strategic perspectives with a focus on identifying specific tools and techniques.
CSS 562 .................................................................................... 3 credits

Programming Concepts
This course provides the conceptual foundation to develop computer software programs. Topics include program development processes, flowcharting, basic design, program structure (methods and events), Boolean logic, looping, recursion, lists and arrays.
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The College of Health Sciences and Nursing provides a blend of the business and management focus of health care with the clinical/delivery focus of nursing. Each academic program area will provide students with the insight and perspectives needed to support their specific career focus.

Health administration programs provide students with an opportunity to see the expansive scope and diversity of the health care industry. The associate and baccalaureate programs are designed to provide students with the foundational knowledge of management, finance, marketing, communication, health information systems, and compliance and legal concepts. At the graduate level, students will expand their focus to leadership, policy, quality and performance measures, economics, and strategic management.

Students also have the opportunity to expand their interests in career areas such as health information systems, electronic health records, long-term care, emergency management, gerontology, or sustainability.

The nursing programs are designed to support the career advancement and educational needs of licensed practical, vocational, and registered nurses, who are looking to expand their professional horizons. The nursing degree programs have a blend of theory and practice, which fosters a learning environment that allows a nurse to build a knowledge base and effectively apply what they have learned. Students develop critical thinking and problem-solving skills that are essential for clinical or leadership roles needed in today’s challenging health care environment. The graduate nursing programs focus on the specialty areas of nursing administration, nursing education, and family nurse practitioner.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs are accredited by The Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036 - 1120, (202) 887 6791. http://www.aacn.nche.edu/accreditation/

International Nursing Honor Society

The vision of Sigma Theta Tau is to create a global community of nurses who lead in using scholarship, knowledge, and technology to improve the health of the world’s people. The society provides support for the professional development of members who strive to improve nursing care worldwide.

Omicron Delta is the Sigma Theta Tau chapter of the University of Phoenix, College of Nursing members. Membership to Sigma Theta Tau is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and to 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 130,000 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 463 chapter honor societies are located on more than 523 college and university campuses in United States, Australia, Brazil, Canada, Hong Kong, the Netherlands, Pakistan, South Korea, and Taiwan.

Omicron Delta has close to 5,000 active members worldwide. The chapter was originally chartered in 1996 and has grown to be one of the largest chapters in the international organization. To learn more about Omicron Delta visit the Web site http://www.omicrondelta.net.

Academic Progression Requirements for all Current Nursing Programs

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a “for-cause” 10 panel, plus alcohol drug test.

- For purposes of this policy, the following definitions apply:
  - Drug testing means the scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens from the human body for the purpose of detecting the use of drugs or alcohol.
  - Reasonable suspicion means evidence which forms a reasonable basis for concluding that it is more likely than not that a person is impaired by alcohol or drugs or has engaged in substance abuse. Facts which could give rise to reasonable suspicion include, but are not limited to: the odor of alcohol or drugs, impaired behavior such as slurred speech, decreased motor coordination, difficulty in maintaining balance, marked changes in personality or job performance, and unexplained accidents, without reasonable justification. Such evidence may come from a professional or expert opinion, layperson opinion, scientific tests, or other sources or methods.
  - Illegal drug means any drug which is not legally obtainable; any drug which is legally obtainable but has not been legally obtained; any prescribed drug not legally obtained; any prescribed drug not being used for the prescribed purpose or by the person for whom it was prescribed; any over-the-counter drug being used at a dosage level other than that recommended by the manufacturer, or being used for a purpose other than the purpose intended by the manufacturer; and any drug being used for a purpose or by a person not in accordance with bona fide medical therapy. Examples of illegal drugs include, but are not limited to; stimulants; depressants; narcotic or hallucinogenic drugs; cannabis substances, such as marijuana and hashish; cocaine; heroin; methamphetamine; phencyclidine (PCP); and so-called designer drugs and look-alike drugs.
• Impaired means that a person’s mental or physical capabilities are reduced below his or her normal levels without reasonable justification. An impaired student manifests deterioration in the level of function as compared to that previously observed, or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or more multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor and attitudes as manifested in speech or actions. Impairment will include addiction to and/or physical dependence upon alcohol or illegal drugs.

• Substance abuse means:
  • the consumption, possession, or distribution of alcohol or illegal drugs by any nursing student while on University or affiliated clinical site premises or while participating in any University (or affiliated clinical site) sponsored or related activity, including any nursing-related course or clinical training activity.
  • a nursing student’s use of alcohol or any drug in such a way that the student’s performance in any nursing course, including activities at any clinical site, is impaired.

• Prior to being assigned to a clinical placement and as a prerequisite for placement at any agency or health care facility the nursing student shall sign an agreement:
  • to abide by the drug policies and drug testing policies of the University and each agency or health care facility in which a student is assigned as applicable,
  • to submit to any “for-cause” drug testing required by the University and testing required by any agency or health care facility the nursing student obtains clinical hours, and
  • to release a copy of any and all drug test results to the University of Phoenix, Dean/Associate Dean of Nursing, other appropriate University officials, and to any State Board(s) of Nursing in which the student holds a nursing license or certificate, where required by the relevant State Board(s) of Nursing.

Failure to sign such agreement is grounds for refusal for student admission and progression in the program.

• The College of Nursing requires students to obtain a 10 panel, plus alcohol drug test if the student’s behavior in the clinical area creates facts that give rise to a reasonable suspicion of substance abuse, or indicates they are impaired by alcohol or drugs.

• If the results of the 10 panel, plus alcohol drug test is negative for alcohol or illegal drugs:

  • The student shall meet with their Campus College Chair, Director of Nursing, or NP Program Manager within 24 hours or by the first business day following the test results to discuss the circumstances surrounding suspected behavior.

  • The Campus College Chair, Director of Nursing, or NP Program Manager will counsel the student regarding return to the classroom and clinical agency. The preliminary investigation will cease and the student will be released from further action at that time.

  • The Campus College Chair, Director of Nursing, or NP Program Manager will arrange for the student to make up the missed clinical hours.

• If the results of the 10 panel, plus alcohol drug test is positive for alcohol or illegal drugs:

  • A full review by the Office of Dispute Management and Apollo Ethics and Compliance shall be conducted. Students who test positive for alcohol or illegal drugs will not be permitted to return to any clinical setting pending conclusion of the review. The findings may result in student dismissal from the nursing program and expulsion from the University.

  • The results of the positive test for alcohol or illegal drugs shall be reported to the applicable State Board(s) of Nursing, if required by the applicable State Board(s), by the Campus College Chair, Director of Nursing, or NP Program Manager.

  • If the results of the 10 panel, plus alcohol drug test(s) are positive for a prescribed drug(s) but not those that would be defined as illegal in the definitions above:

    • The student shall, within three (3) business days, obtain a written statement from their treating, licensed health care provider (MD, DO, HMD, ND/NMD, NP or PA) stating that:
      • the drug level is within prescribed limits.
      • the level does not indicate abuse.
      • the student’s use of the drug as prescribed will not interfere with safe practice in the clinical area.

This statement must be provided to the Campus College Chair, Director of Nursing, or NP Program Manager. If the statement is approved, then the test result will be deemed acceptable and not failed for these purposes.

  • The failure of a student to provide the above statement or a health care provider’s inability to provide a statement meeting the requirements above shall be treated as a positive test for an illegal drug.

  • Students who refuse to submit to a “for-cause” drug test will not be allowed to return to any clinical setting pending conclusion of a full review by the Office of Dispute Management and Apollo Ethics and Compliance. The findings may result in dismissal from the nursing program and expulsion from the University. The results of a positive test for illegal drugs as defined herein or a refusal to undergo a required drug test will be reported to the applicable State Board of Nursing, where required by the applicable State Board(s) of Nursing’s statute(s) or regulation(s).

  • Students must also adhere to any other additional policies prescribed by the clinical agency. It is the sole responsibility of the student to read and acknowledge the requirements of the clinical health care facility in addition to University policy.

  • All costs associated with the drug test, including any transportation costs to or from the drug testing facility, will be the responsibility of the student.

  • University of Phoenix, College of Nursing, campus officials may be required to report all failed drug tests to each State Board of Nursing in which the student holds a nursing license or certificate. Campus officials shall report test results to all applicable State Boards of Nursing as described in the applicable Board’s statutes and/or regulations.

Master of Health Administration

The following Master of Health Administration (MHA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want
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 influential to 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 and strategic planning. In addition to the University Learning Goals, graduates of the MHA program will: Create a strategic plan for a health care organization, analyze the impact of health care policy on delivery and services provided by the industry, evaluate informational technology and security management needs of health care, utilize data to support quality and performance measure decision-making processes for health care entities, demonstrate management of organizational finances within the economic environment of various health care industries, and analyze the impact of various management and leadership theories within health care organizations and delivery systems. Students can gain additional knowledge through the selection and completion of a 9 credit specialization in their area of 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/mha.

MHA Program Category Requirements
Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Introduction, 1 total credit
HCS 504 ................................................. 1 credit
Introduction to Graduate Study in Health Sciences/Nursing

Health Care Systems, 3 total credits
HCS 531 ~ .............................................. 3 credits
Health Care Organizations and Delivery Systems

Finance, 3 total credits
HCS 577 ~ .............................................. 3 credits
Financial Management in Health Care

Economics, 3 total credits
HCS 552 ~ .............................................. 3 credits
Health Care Economics

Performance Measures/Data Quality, 3 total credits
HCS 588 ~ .............................................. 3 credits
Measuring Performance Standards

Technology, 3 total credits
HCS 533 ~ .............................................. 3 credits
Health Information Systems

Management/HR, 3 total credits
HCS 514 ~ .............................................. 3 credits
Managing in Today’s Health Care Organizations

Policy and Organizational Behavior, 3 total credits
HCS 550 ~ .............................................. 3 credits
Health Care Policy

Legal and Ethics, 3 total credits
HCS 545 ~ .............................................. 3 credits
Health Law and Ethics

Electives, 6 total credits
Students will selected two courses from the following:
HCS 535 ~ .............................................. 3 credits
Concepts of Population Health
HCS 539 ~ .............................................. 3 credits
Marketing for Health Care
HCS 548 ~ .............................................. 3 credits
Foundations of Gerontology
HCS 567 ~ .............................................. 3 credits
Entrepreneurship in Health Care
HCS 587 ~ .............................................. 3 credits
Creating Change within Organizations
HCS 591 ~ .............................................. 3 credits
Creating a Sustainable Health Care Organization

Health Administration, 9 total credits
HCS 525 ~ .............................................. 3 credits
Leadership
HCS 529 ~ .............................................. 3 credits
Contemporary Health Care Facility Design
HCS 542 ~ .............................................. 3 credits
Health Care Research

Capstone, 3 total credits
HCS 589 ~ .............................................. 3 credits
Health Care Strategic Management
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MHA
All applicants are expected to meet the following admissions requirements:

• An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university 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 within the past ten years.
• All applicants must be currently employed or have access to a suitable 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.
Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

Master of Health Administration

Students who have earned a graduate degree in Health Administration (MHA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/GER degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration (MHA) degree with a concentration in the same area as the completed certificate or another approved concentration.

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 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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589

The School of Advanced Studies offers a bridge opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program. In this bridge program, a master's degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master's degree program.

All credit-bearing doctoral courses must be completed with a grade of "B-" or better. Students who earn a grade lower than a "B-" will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Minimum Grade Requirements for the MHA

- Students in this program are required to achieve a minimum grade of "B" (3.0) in following course: HCS 589. A "B-" grade is not acceptable. Students who fail to receive a minimum grade of "B" 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.

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 531 ......................................................................................3 credits

Health Care Organizations and Delivery Systems

This course is a comprehensive approach to health care delivery systems that provides the student with an in-depth understanding of health systems and organizations. Students will examine historical evolutions of the health care industry and recent impacts that influence the delivery of health care.

HCS 577 ......................................................................................3 credits

Financial Management in Health Care

This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

HCS 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 533 ......................................................................................3 credits
Health Information Systems
This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.
HCS 514 .................................................................................. 3 credits

Managing in Today's Health Care Organizations
This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.
HCS 550 .................................................................................. 3 credits

Health Care Policy
This course will provide students with an understanding of how health care policy influences systems and the delivery of care. Policymakers who influence the health status of a society will be identified as well as the role of economic health, interest groups, and the various levels of government involved in policymaking will be examined. Challenges, stakeholder impact, and organizational behavior, all caused by policy requirements, will be identified.
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 535 .................................................................................. 3 credits

Concepts of Population Health
This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and detriments of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.
HCS 539 .................................................................................. 3 credits

Marketing for Health Care
This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.
HCS 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 567 .................................................................................. 3 credits

Entrepreneurship in Health Care
This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well as conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.
HCS 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 591 .................................................................................. 3 credits

Creating a Sustainable Health Care Organization
This course explores the challenges faced by health care organizations as they create an environment focused on sustainability. Understanding sustainability, assessing institutional practices, supporting behavioral change, organizational leadership, and exploring innovation are examined.
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 529 .................................................................................. 3 credits

Contemporary Health Care Facility Design
This course will provide students the opportunity to analyze and create plausible designs for a health care organization. Students will discuss current and future health care consumer utilization trends and environmental impacts, as well as examine the regulatory compliance requirements. Practical application of design and planning for a health care facility will be demonstrated.
HCS 542 .................................................................................. 3 credits

Health Care Research
This course focuses on the application of health care research methods. Emphasis will be placed on using evidenced based concepts to analyze current health care workplace issues, including the development of an effective research question, literature reviews, and concepts related to data design and collection.
HCS 589 .................................................................................. 3 credits

Health Care Strategic Management
This is the capstone course for the graduate health care programs. The development and presentation of health care organization’s strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

Master of Health Administration Concentration in
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 influential to 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 and strategic planning. In addition to the University Learning Goals, graduates of the MHA program will: create a strategic plan for a health care organization, analyze the impact of health care policy on delivery and services provided by the industry, evaluate informational technology and security management needs of health care, utilize data to support quality and performance measure decision-making processes for health care entities, demonstrate management of organizational finances within the economic environment of various health care industries, and analyze the impact of various management and leadership theories within health care organizations and delivery systems. Students can gain additional knowledge through the selection and completion of a 9 credit specialization in their area of 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/mha.

MHA/ED Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Introduction, 1 total credit
HCS 504

Introduction to Graduate Study in Health Sciences/Nursing

Health Care Systems, 3 total credits
HCS 531 ~

Health Care Organizations and Delivery Systems

Finance, 3 total credits
HCS 577 ~

Financial Management in Health Care

Economics, 3 total credits
HCS 552 ~

Health Care Economics

Performance Measures/Data Quality, 3 total credits
HCS 588 ~

Measuring Performance Standards

Technology, 3 total credits
HCS 553 ~

Health Information Systems

Management/HR, 3 total credits
HCS 514 ~

Managing in Today’s Health Care Organizations

Policy and Organizational Behavior, 3 total credits
HCS 550 ~

Health Care Policy

Legal and Ethics, 3 total credits
HCS 545 ~

Health Law and Ethics

Electives, 6 total credits
Students will select two courses from the following:
HCS 535 ~

Concepts of Population Health
HCS 539 ~

Marketing for Health Care
HCS 548 ~

Foundations of Gerontology
HCS 567 ~

Entrepreneurship in Health Care
HCS 587 ~

Creating Change within Organizations

Creating a Sustainable Health Care Organization

Education Concentration, 9 total credits
HSN 540 ~

Teaching and Learning Strategies
HSN 544 ~

Design and Process of Curriculum Development
HCS 549 ~

Evaluation Methodology

Capstone, 3 total credits
HCS 589 ~

Health Care Strategic Management

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 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 within the past ten years.
• All applicants must be currently employed or have access to a suitable 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.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Health Administration
• Students who have earned a graduate degree in Health Administration (MHA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/GER degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration (MHA) degree with a concentration in the same area as the completed certificate or another approved concentration.

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 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. Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589
The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral courses as part of the master’s degree program. In this bridge program, a master’s degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master’s degree program. All credit-bearing doctoral courses must be completed with a grade of "B-" or better. Students who earn a grade lower than a "B-" will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Minimum Grade Requirements for the MHA/ED
• Students in this program are required to achieve a minimum grade of "B" (3.0) in following course: HCS 589. A "B-" grade is not acceptable. Students who fail to receive a minimum grade of "B" will be scholastically disqualified from the University.
• Students in this program are required to achieve a minimum grade of "C" (2.0) in the following courses: HSN 540, HSN 544. 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.

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 531 .................................................................... 3 credits
Health Care Organizations and Delivery Systems
This course is a comprehensive approach to health care delivery systems that provides the student with an in-depth understanding of health systems and organizations. Students will examine historical evolutions of the health care industry and recent impacts that influence the delivery of health care.
HCS 577 .................................................................... 3 credits
Financial Management in Health Care
This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.
HCS 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 533 ................................................................................... 3 credits

Health Information Systems
This course provides administrators and managers an overview of
the information systems used in the health care industry. The effect-
ive use of data requires an understanding of how the data is cap-
tured as well as the HIPAA and security issues related to this
confidential material. The course provides students with a general
background to communicate more effectively with technical per-
sonnel 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 manage-
m ent to evolving health systems. Students will examine organiza-
tional theory, organizational performance, structure, change
management and human resource management. Students apply
various organizational theories to contemporary issues.

HCS 550 ................................................................................... 3 credits

Health Care Policy
This course will provide students with an understanding of how
health care policy influences systems and the delivery of care. Poli-
cymakers who influence the health status of a society will be iden-
tified as well as the role of economic interest groups, and the
various levels of government involved in policymaking will be
examined. Challenges, stakeholder impact, and organizational
behavior, all caused by policy requirements, will be identified.

HCS 545 ................................................................................... 3 credits

Health Law and Ethics
Students explore and analyze current ethical issues such as a biomed-
ica l research, insurance statutes, and demand management. Stu-
dents 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, profes-
sional liability, and labor relations.

HCS 535 ................................................................................... 3 credits

Concepts of Population Health
This course addresses the epidemiological and sociological per-
spectives and techniques for analyzing the health status of popula-
tions. Topics focus on disease trends, distribution and detriments
of health and disease, models and concepts of health and wellness,
and the development of a proactive response to community health
issues.

HCS 539 ................................................................................... 3 credits

Marketing for Health Care
This course examines marketing principles as they are applied
within various health delivery systems. Special attention is focused
on consumer behavior, market segmentation, environmental scan-
ning, and identification of new market opportunities. The role of
social marketing, data base research, and evaluation design and
interpretation are addressed.

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
conce ptual and theoretical perspectives on aging using a multidiscip-
inary 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

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 entrepre-
n eurs, identifying and quantifying market opportunities in the
health care market, as well conceptualizing the resources and capa-
bilities needed. Topics include opportunity assessment, regulated
industry implications and requirements, as well as the challenges
of expansion within an existing enterprise.

HCS 587 ................................................................................... 3 credits

Creating Change Within Organizations
Diffusion of innovations models in health care systems use princi-
 ples of planned change within a dynamic organizational environ-
ment. Communication skills, such as negotiation and conflict
resolution, help leaders analyze and respond to health care needs
while using resources efficiently.

HCS 591 ................................................................................... 3 credits

Creating a Sustainable Health Care Organization
This course explores the challenges faced by health care organiza-
tions as they create an environment focused on sustainability.
Understanding sustainability, assessing institutional practices, sup-
porting behavioral change, organizational leadership, and explor-
ing innovation are examined.

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. Select-
ion and development of teaching strategies that enhance and facil-
itate learning will be explored.

HSN 544 ................................................................................... 3 credits

Design and Process of Curriculum Development
Development of curriculum for programs in higher education set-
tings 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 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 effec-
tiveness, decision-modeling, and statistical techniques are applied
to decision making in health care organizations.

HCS 589 ................................................................................... 3 credits

Health Care Strategic Management
This is the capstone course for the graduate health care programs.
The development and presentation of health care organization’s
strategic plan will demonstrate mastery of the critical content as
the principles relate to the health care industry. Special emphasis is
placed upon consumer demand, market volatility, regulatory and
fiscal constraints from the perspective of strategic management.
The learner will demonstrate understanding of the critical impor-
tance of strategic management and planning within the dynamic,
complex, and evolving nature of the health care industry.

Master of Health Administration Concentration in
Gerontology

The following Master of Health Administration Concentration in Gerontology (MHA/GER) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Health Administration (MHA) program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry. These individuals have a capacity to critically examine and evaluate issues and trends and are influential to 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 and strategic planning. In addition to the University Learning Goals, graduates of the MHA program will: create a strategic plan for a health care organization, analyze the impact of health care policy on delivery and services provided by the industry, evaluate informational technology and security management needs of health care, utilize data to support quality and performance measure decision-making processes for health care entities, demonstrate management of organizational finances within the economic environment of various health care industries, and analyze the impact of various management and leadership theories within health care organizations and delivery systems. Students can gain additional knowledge through the selection and completion of a 9 credit specialization in their area of 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/mha.

MHA/GER Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Introduction, 1 total credit

HCS 504 ~ Introduction to Graduate Study in Health Sciences/Nursing

Health Care Systems, 3 total credits

HCS 531 ~ Health Care Organizations and Delivery Systems
HCS 577 ~ Financial Management in Health Care

Economics, 3 total credits

HCS 552 ~ Health Care Economics

Performance Measures/Data Quality, 3 total credits

HCS 588 ~ Measuring Performance Standards

Technology, 3 total credits

HCS 533 ~ Health Information Systems

Management/HR, 3 total credits

HCS 514 ~ Managing in Today’s Health Care Organizations

Policy and Organizational Behavior, 3 total credits

HCS 550 ~ Health Care Policy

Legal and Ethics, 3 total credits

HCS 545 ~ Health Law and Ethics

Electives, 6 total credits

Students will select two courses from the following:

HCS 535 ~ Concepts of Population Health
HCS 539 ~ Marketing for Health Care
HCS 567 ~ Entrepreneurship in Health Care
HCS 587 ~ Creating Change within Organizations
HCS 591 ~ Creating a Sustainable Health Care Organization

Gerontology Concentration, 9 total credits

HCS 548 ~ Foundations of Gerontology
HCS 551 ~ Biological and Psychological Aspects of Aging
HCS 557 ~ Social and Cultural Aspects of Aging

Capstone, 3 total credits

HCS 589 ~ Health Care Strategic Management

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 within the past ten years.

• All applicants must be currently employed or have access to a suitable 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.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Health Administration
- Students who have earned a graduate degree in Health Administration (MHA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/GER degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration (MHA) degree with a concentration in the same area as the completed certificate or another approved concentration.

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 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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589

The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral courses as part of the master’s degree program. In this bridge program, a master’s degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master’s degree program.

All credit-bearing doctoral courses must be completed with a grade of "B-" or better. Students who earn a grade lower than a "B-" will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Minimum Grade Requirements for the MHA/GER

- Students in this program are required to achieve a minimum grade of "B" (3.0) in following course: HCS 589. A "B-" grade is not acceptable. Students who fail to receive a minimum grade of "B" 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.

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 531 ......................................................................................3 credits
Health Care Organizations and Delivery Systems
This course is a comprehensive approach to health care delivery systems that provides the student with an in-depth understanding of health systems and organizations. Students will examine historical evolutions of the health care industry and recent impacts that influence the delivery of health care.

HCS 577 ......................................................................................3 credits
Financial Management in Health Care
This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

HCS 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 533 ......................................................................................3 credits
Health Information Systems
This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.
HCS 514 .................................................................................. 3 credits

Managing in Today's Health Care Organizations
This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.
HCS 550 .................................................................................. 3 credits

Health Care Policy
This course will provide students with an understanding of how health care policy influences systems and the delivery of care. Policymakers who influence the health status of a society will be identified as well as the role of economic health, interest groups, and the various levels of government involved in policymaking will be examined. Challenges, stakeholder impact, and organizational behavior, all caused by policy requirements, will be identified.
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 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 detriment of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.
HCS 539 .................................................................................. 3 credits

Marketing for Health Care
This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.
HCS 567 .................................................................................. 3 credits

Entrepreneurship in Health Care
This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well as conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.
HCS 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 591 .................................................................................. 3 credits

Creating a Sustainable Health Care Organization
This course explores the challenges faced by health care organizations as they create an environment focused on sustainability. Understanding sustainability, assessing institutional practices, supporting behavioral change, organizational leadership, and exploring innovation are examined.
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 589 .................................................................................. 3 credits

Health Care Strategic Management
This is the capstone course for the graduate health care programs. The development and presentation of health care organization’s strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

Master of Health Administration Concentration in Informatics
The following Master of Health Administration Concentration in Informatics (MHA/INF) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the
Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Health Administration (MHA) program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry. These individuals have a capacity to critically examine and evaluate issues and trends and are influential to 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 and strategic planning. In addition to the University Learning Goals, graduates of the MHA program will: create a strategic plan for a health care organization, analyze the impact of health care policy on delivery and services provided by the industry, evaluate informational technology and security management needs of health care, utilize data to support quality and performance decision-making processes for health care entities, demonstrate management of organizational finances within the economic environment of various health care industries, and analyze the impact of various management and leadership theories within health care organizations and delivery systems. Students can gain additional knowledge through the selection and completion of a 9 credit specialization in their area of interest. For more information about our graduation rates, the median debt completion of a 9 credit specialization in their area of interest, please visit our website at http://www.phoenix.edu/programs/mha.

**MHA/INF Program Category Requirements**

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Program Introduction, 1 total credit**

HCS 504 .................................................................1 credit
Introduction to Graduate Study in Health Sciences/Nursing

**Health Care Systems, 3 total credits**

HCS 531 ~ .................................................................3 credits
Health Care Organizations and Delivery Systems

**Finance, 3 total credits**

HCS 577 ~ .................................................................3 credits
Financial Management in Health Care

**Economics, 3 total credits**

HCS 552 ~ .................................................................3 credits
Health Care Economics

**Performance Measures/Data Quality, 3 total credits**

HCS 588 ~ .................................................................3 credits
Measuring Performance Standards

**Technology, 3 total credits**

HCS 533 ~ .................................................................3 credits
Health Information Systems

**Management/HR, 3 total credits**

HCS 514 ~ .................................................................3 credits
Managing in Today’s Health Care Organizations

**Policy and Organizational Behavior, 3 total credits**

HCS 550 ~ .................................................................3 credits
Health Care Policy

**Legal and Ethics, 3 total credits**

HCS 545 ~ .................................................................3 credits
Health Law and Ethics

**Electives, 6 total credits**

Students will select two courses from the following:

HCS 535 ~ .................................................................3 credits
Concepts of Population Health

HCS 539 ~ .................................................................3 credits
Marketing for Health Care

HCS 548 ~ .................................................................3 credits
Foundations of Gerontology

HCS 567 ~ .................................................................3 credits
Entrepreneurship in Health Care

HCS 587 ~ .................................................................3 credits
Creating Change within Organizations

HCS 591 ~ .................................................................3 credits
Creating a Sustainable Health Care Organization

**Informatics Concentration, 9 total credits**

HCI 500 ~ .................................................................3 credits
Concepts of Health Care Informatics

HCI 510 ~ .................................................................3 credits
Systems Life Cycle

HCI 520 ~ .................................................................3 credits
Data Management and Design

**Capstone, 3 total credits**

HCS 589 ~ .................................................................3 credits
Health Care Strategic Management

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the MHA/INF**

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e., J.D., LL.B., LL.M.). 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.

- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

**Degree Requirements for the MHA/INF**

- Completion of a minimum of 43 credits.

- A minimum program grade point average (GPA) of 3.0.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Health Administration
• Students who have earned a graduate degree in Health Administration (MHA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/GER degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration (MHA) degree with a concentration in the same area as the completed certificate or another approved concentration.

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 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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived:
HCS 504, HCS 589

The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral courses as part of the master’s degree program. In this bridge program, a master’s degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master’s degree program.

All credit-bearing doctoral courses must be completed with a grade of "B-" or better. Students who earn a grade lower than a "B-" will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Minimum Grade Requirements for the MHA/INF
• Students in this program are required to achieve a minimum grade of "B" (3.0) in following course: HCS 589. A "B-" grade is not acceptable. Students who fail to receive a minimum grade of "B" 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.

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 531 .................................................................................. 3 credits
Health Care Organizations and Delivery Systems
This course is a comprehensive approach to health care delivery systems that provides the student with an in-depth understanding of health systems and organizations. Students will examine historical evolutions of the health care industry and recent impacts that influence the delivery of health care.
HCS 577 .................................................................................. 3 credits
Financial Management in Health Care
This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.
HCS 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 533 .................................................................................. 3 credits
Health Information Systems
This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.
HCS 514 .................................................................3 credits

Managing in Today's Health Care Organizations
This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.
HCS 550 .................................................................3 credits

Health Care Policy
This course will provide students with an understanding of how health care policy influences systems and the delivery of care. Policymakers who influence the health status of a society will be identified as well as the role of economic health, interest groups, and the various levels of government involved in policymaking will be examined. Challenges, stakeholder impact, and organizational behavior, all caused by policy requirements, will be identified.
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 535 .................................................................3 credits

Concepts of Population Health
This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and detriments of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.
HCS 539 .................................................................3 credits

Marketing for Health Care
This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.
HCS 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 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 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 591 .................................................................3 credits

Creating a Sustainable Health Care Organization
This course explores the challenges faced by health care organizations as they create an environment focused on sustainability. Understanding sustainability, assessing institutional practices, supporting behavioral change, organizational leadership, and exploring innovation are examined.
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 phase 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.
HCS 589 .................................................................3 credits

Health Care Strategic Management
This is the capstone course for the graduate health care programs. The development and presentation of health care organization’s strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

Master of Health Administration Concentration in Sustainability Management

The following Master of Health Administration Concentration in Sustainability Management (MHA/SUS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on
student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Health Administration (MHA) program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry. These individuals have a capacity to critically examine and evaluate issues and trends and are influential to 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 and strategic planning. In addition to the University Learning Goals, graduates of the MHA program will: create a strategic plan for a health care organization, analyze the impact of health care policy on delivery and services provided by the industry, evaluate informational technology and security management needs of health care, utilize data to support quality and performance measure decision-making processes for health care entities, demonstrate management of organizational finances within the economic environment of various health care industries, and analyze the impact of various management and leadership theories within health care organizations and delivery systems. Students can gain additional knowledge through the selection and completion of a 9 credit specialization in their area of interest.

For more information about our graduation rates, the median debt completion of a 9 credit specialization in their area of interest.

For more information, please visit our website at http://www.phoenix.edu/programs/mha.

**MHA/SUS Program Category Requirements**

**Courses requiring prerequisites are identified by a ~ symbol following the course number.**

**Program Introduction, 1 total credit**

HCS 504 ................................................................. 1 credit  
Introduction to Graduate Study in Health Sciences/Nursing

**Health Care Systems, 3 total credits**

HCS 531 ~ ............................................................. 3 credits  
Health Care Organizations and Delivery Systems

**Finance, 3 total credits**

HCS 577 ~ ............................................................. 3 credits  
Financial Management in Health Care

**Economics, 3 total credits**

HCS 552 ~ ............................................................. 3 credits  
Health Care Economics

**Performance Measures/Data Quality, 3 total credits**

HCS 588 ~ ............................................................. 3 credits  
Measuring Performance Standards

**Technology, 3 total credits**

HCS 533 ~ ............................................................. 3 credits  
Health Information Systems

**Management/HR, 3 total credits**

HCS 514 ~ ............................................................. 3 credits  
Managing in Today’s Health Care Organizations

**Policy and Organizational Behavior, 3 total credits**

HCS 550 ~ ............................................................. 3 credits  

**Health Care Policy**

**Legal and Ethics, 3 total credits**

HCS 545 ~ ............................................................. 3 credits  
Health Law and Ethics

**Electives, 6 total credits**

Students will select two courses from the following:

HCS 535 ~ ............................................................. 3 credits  
Concepts of Population Health

HCS 539 ~ ............................................................. 3 credits  
Marketing for Health Care

HCS 548 ~ ............................................................. 3 credits  
Foundations of Gerontology

HCS 567 ~ ............................................................. 3 credits  
Entrepreneurship in Health Care

HCS 587 ~ ............................................................. 3 credits  
Creating Change within Organizations

**Sustainability Management Concentration, 9 total credits**

HCS 591 ~ ............................................................. 3 credits  
Creating a Sustainable Health Care Organization

HCS 593 ~ ............................................................. 3 credits  
Economics of Sustainability

HCS 596~ .............................................................. 3 credits  
Issues in Environmental Sustainability

**Capstone, 3 total credits**

HCS 589 ~ ............................................................. 3 credits  
Health Care Strategic Management

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the MHA/SUS**

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 within the past ten years.

- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

**Degree Requirements for the MHA/SUS**

- Completion of a minimum of 43 credits.

- A minimum program grade point average (GPA) of 3.0.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Health Administration
• Students who have earned a graduate degree in Health Administration (MHA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/GER degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration (MHA) degree with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the MHA/SUS
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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589
The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral courses as part of the master’s degree program. In this bridge program, a master’s degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master’s degree program.

All credit-bearing doctoral courses must be completed with a grade of “B-” or better. Students who earn a grade lower than a “B-” will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Minimum Grade Requirements for the MHA/SUS
• Students in this program are required to achieve a minimum grade of “B” (3.0) in following course: HCS 589. A “B-” grade is not acceptable. Students who fail to receive a minimum grade of “B” 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.

Course Descriptions for the MHA/SUS
HCS 504 ................................................................. 1 credit
Introduction to Graduate Study in Health Sciences/Nursing
This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.
HCS 531 ................................................................. 3 credits

Health Care Organizations and Delivery Systems
This course is a comprehensive approach to health care delivery systems that provides the student with an in-depth understanding of health systems and organizations. Students will examine historical evolutions of the health care industry and recent impacts that influence the delivery of health care.
HCS 577 ................................................................. 3 credits

Financial Management in Health Care
This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.
HCS 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 533 ................................................................. 3 credits
Health Information Systems
This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.
HCS 514 ................................................................. 3 credits

Managing in Today's Health Care Organizations
This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.
HCS 550 ................................................................. 3 credits

Health Care Policy
This course will provide students with an understanding of how health care policy influences systems and the delivery of care. Policymakers who influence the health status of a society will be identified as well as the role of economic health, interest groups, and the various levels of government involved in policymaking will be examined. Challenges, stakeholder impact, and organizational behavior, all caused by policy requirements, will be identified.
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 535 ................................................................. 3 credits

Concepts of Population Health
This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and detriments of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.
HCS 539 ................................................................. 3 credits

Marketing for Health Care
This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.
HCS 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 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 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 591 ................................................................. 3 credits

Creating a Sustainable Health Care Organization
This course explores the challenges faced by health care organizations as they create an environment focused on sustainability. Understanding sustainability, assessing institutional practices, supporting behavioral change, organizational leadership, and exploring innovation are examined.
HCS 593 ................................................................. 3 credits

Economics of Sustainability
This course examines the economic issues related to the management of resources in the creation of lean/green environmentally focused organizations. Topics include financial implications, economic analysis of sustainable goods and resources, as well as measures collaborating with external programs and services.
HCS 596 ................................................................. 3 credits

Issues in Environmental Sustainability
Sustainability strategies are evolving and transforming the landscape of health care. This course will explore the impact of technology, regulations, societal and community interactions, and use of evidenced based knowledge to support environmental sustainability.
HCS 589 ................................................................. 3 credits

Health Care Strategic Management
This is the capstone course for the graduate health care programs. The development and presentation of health care organization’s strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

Master of Science in Nursing

The following Master of Science in Nursing (MSN) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science in Nursing (MSN) program, accredited by
the Commission 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.

The course sequence will be completed in the order determined by the University. The University reserves the right to modify and/or resequence the curriculum as necessary. All course work must be completed satisfactorily or be repeated. All courses that do not meet the required minimum grade must be repeated.

* For more information about accreditation, please contact CCNE at One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202)887-6791

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn.

MSN 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 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
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 ~............................................................3 credits
Research Utilization Project
HCS 578 ~............................................................3 credits
Ethical, Legal, and Regulatory Issues in Health Care
HCS 588 ~............................................................3 credits
Measuring Performance Standards

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 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 United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold an RN license obtained by taking the NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
- Non-military students who enroll in the MSN program while living in the US and then move outside of the U.S. and its territories must change to the International version of the degree -MSN-I. The International version of the MSN/I does not offer any specializations such as Informatics or Health Care Education. Students must sign a new Enrollment Agreement for the international version of the degree. Students must: 1) notify their campus representative within thirty (30) days of their moving outside the country; 2) update their profile to reflect the new international address; and 3) have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
Additional Academic Progression Requirements for the MSN

- Students enrolling in the MSN bridge program must complete the three MSN bridge courses NUR 403, NUR 443 and NUR 440 with a C or better prior to enrolling in NUR 513 Theoretical Foundations of Practice.
- Students must start NUR 590B within 12 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. Any extension request beyond this policy must be submitted to the Student Appeals Center (SAC) for approval.
- Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program.

Minimum Grade Requirements for the MSN

- 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.

Degree Requirements for the MSN

- Completion of a minimum of 39 credits (48 credits for the MSN bridge).
- A minimum program grade point average (GPA) of 3.0. Grades earned in MSN bridge courses are calculated in the MSN grade point average (GPA).
- The diploma awarded for this program will read as: 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

Additional Academic Program Re-Entry Policies for the MSN

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course will be required to re-enter and follow the admission, degree requirements and program policies published in the catalog which is in effect at the time of re-entry.

Students who have been out of attendance over one year who have not exceeded their program completion deadline who wish to remain in their current program version will be required to appeal to the Student Appeals Center to move forward with the re-entry process.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

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.

**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 590B** ................................................................. 2 credits

**Nursing Practicum-B**
This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

**NUR 598** ................................................................. 3 credits

**Research Utilization Project**
This is a graduate research course that focuses on the use of a body of nursing knowledge and scientific knowledge in the nursing practice setting. Students develop a proposal to address a problem or concern in the nursing practice, propose a evidence-based solution, develop an implementation and evaluation plan, and describe implementation strategies for the proposed solution.

**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 440** ................................................................. 3 credits

**Health Assessment and Promotion for Vulnerable Population**
This course is designed to assist professional nurses in developing interviewing skills, refinement of physical assessment techniques, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.

**Master of Science in Nursing/International**

The following Master of Nursing/International (MSN/I) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online
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. This degree is intended for non-US residents and does not prepare the students for U.S. licensure.

* For more information about accreditation, please contact CCNE at One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202)887-6791

**MSN/I Required Course of Study**

Courses requiring prerequisites are identified by a ~ symbol following the course number.

- HCS 504 Introduction to Graduate Study in Health Sciences/Nursing (1 credit)
- NUR 513 ~ Theoretical Foundations of Practice (3 credits)
- NUR 518 ~ Analysis of Research Reports (3 credits)
- NUR 531 ~ Influencing the Future of Nursing and Health Care (3 credits)
- NUR 588 ~ Developing and Evaluating Educational Programs (3 credits)
- NUR 587 ~ Creating Change within Organizations (3 credits)
- NUR 544 ~ Population-focused Health Care (3 credits)
- NUR 590A ~ Nursing Practicum - A (1 credit)
- NUR 587 ~ Leadership and Management in Nursing and Health Care (3 credits)
- NUR 542 ~ Dynamics of Family Systems (2 credits)
- NUR 598 ~ Research Utilization Project (3 credits)
- NUR 590B ~ Nursing Practicum - B (2 credits)
- HCS 588 ~ Measuring Performance Standards (3 credits)
- HCS 578 ~ Ethical, Legal and Regulatory Issues in Health Care (3 credits)

The University reserves the right to modify the required course of study.

**Nursing Practicum/Clinical Hours**

The Nursing Practicum allows students the opportunity to apply what they have learned in the program. Students develop learning objectives for the experience and, along with a faculty member and mentor, they achieve the objectives through approved student experiences at selected locations. There is a minimum 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/I**

- Applicants must be residents outside of the United States or approved US Territories. Applicants residing in the Commonwealth of Puerto Rico must enroll in the International version. Program will be offered only through the Online Campus.
- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Current employment is not a requirement for admission.
- A signed Foreign Nursing Memo of Understanding.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- All students, with the exception of students residing in Canada or Puerto Rico, 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.
- All Canadian students must complete the Canadian RN License to Practice Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- Applicants residing in the Commonwealth of Puerto Rico must have an approved appeal on file documenting successful completion of the US NCLEX-RN exam and that all Puerto Rico RN licensing requirements are met to be eligible for admission.

**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.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Master of Science in Nursing.
Additional Academic Progression Requirements for the MSN/I

- Students must start NUR 590B within 12 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. Any extension request beyond this policy must be submitted to the Student Appeals Center (SAC) for approval.

Minimum Grade Requirements for the MSN/I

- All MSN students must complete NUR 598, NUR 590A and NUR 590B with a B or better. Students who do not pass these classes with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement for NUR 598, NUR 590A and/or NUR 590B will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension.

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.

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

Additional Academic Program Re-Entry Policies for the MSN/I

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course will be required to re-enter and follow the admission, degree requirements and program policies published in the catalog which is in effect at the time of re-entry. Students who have been out of attendance over one year who have not exceeded their program completion deadline who wish to remain in their current program version will be required to appeal to the Student Appeals Center to move forward with the re-entry process.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

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.

HCS 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
Leadership and Management in Nursing and Health Care

This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

NUR 587 ~ 3 credits

Leadership and Management in Nursing and Health Care

Ways of using leadership and management concepts, principles, theories, and models in advanced nursing practice and executive roles are explored. Skills that facilitate collaborative relationships and decisions consistent with stewardship of resources are examined. Students articulate a personal vision of leadership and ways of providing direction within today’s complex health care system.

NUR 542 ~ 2 credits

Dynamics of Family Systems

Family systems theories and models are used to understand the impact of nuclear families on professional and personal relationships, as well as on society. These theories and models are used as well to develop strategies for promoting and monitoring the health of families.

NUR 598 ~ 3 credits

Research Utilization Project

This is a graduate research course that focuses on the use of a body of nursing knowledge and scientific knowledge in the nursing practice setting. Students develop a proposal to address a problem or concern in the nursing practice, propose a evidence-based solution, develop an implementation and evaluation plan, and describe implementation strategies for the proposed solution.

NUR 590B ~ 2 credits

Nursing Practicum-B

This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

HCS 588 ~ 3 credits

Measuring Performance Standards

Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

HCS 578 ~ 3 credits

Ethical, Legal, and Regulatory Issues in Health Care

Ethical principles and decision making models are used to address and understand complex health care issues. Legal concepts and regulatory agency and other public policies influence the direction and financing of health care.
University of Phoenix, 2013-2014

- Guam
- American Samoa
- Northern Mariana Islands
- US Virgin Islands

- Non-military students who enroll in the MSN program while living in the U.S. and then move outside of the U.S. and its territories must change to the International version of the degree -MSN-I. The International version of the MSN/I does not offer any specializations such as Informatics or Health Care Education. Students must sign a new Enrollment Agreement for the international version of the degree. Students must: 1) notify their campus representative within thirty (30) days of their moving outside the country; 2) update their profile to reflect the new international address; and 3) have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative.

- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results

Additional Academic Progression Requirements for the MSN/ED

- Students enrolling in the MSN/ED bridge program must complete the three MSN bridge courses NUR 403, NUR 443 and NUR 440 with a C or better prior to enrolling in NUR 513 Theoretical Foundations of Practice.
- Students must start NUR 590B within 12 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. Any extension request beyond this policy must be submitted to the Student Appeals Center (SAC) for approval.
- Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program.

Minimum Grade Requirements for the MSN/ED

- Students in this program are required to achieve a minimum grade of “C” (2.0) in the following courses: HSN 540, HSN 544, HSN 548, HSN 552. A “C-” grade is not acceptable. Students who fail to receive a minimum grade of “C” will be scholastically disqualified from the University.
- If students do not pass the bridge courses with a C or better, they will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.
• All MSN and MSN bridge students must complete NUR 598, NUR 590A and NUR 590B with a B or better. Students who do not pass these classes with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement for NUR 598, NUR 590A and/or NUR 590B will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension.

Degree Requirements for the MSN/ED
• Completion of a minimum of 42 credits (51 credits for MSN/ED bridge).
• A minimum program grade point average (GPA) of 3.0. Grades earned in MSN/ED bridge courses are calculated in the MSN/ED grade point average (GPA).
• The diploma awarded for this program will read as: Master of Science in Nursing

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

Additional Academic Program Re-Entry Policies for the MSN/ED
Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Course Descriptions for the MSN/ED
HCS 504 ..................................................................................... 1 credit
Introduction to Graduate Study in Health Sciences/Nursing
This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.
NUR 513 ..................................................................................... 3 credits

Theoretical Foundations of Practice
This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory and nursing knowledge in professional environments.
NUR 518 ..................................................................................... 3 credits

Analysis of Research Reports
Evidence-based practice relies upon analyzing the scientific merit of nursing research reports and integrating the results from valid studies into care. Published reports using quantitative and qualitative methods are examined to determine the validity of study findings and their readiness for implementation into practice. Ethics in research is also considered.
NUR 531 ..................................................................................... 3 credits

Influencing the Future of Nursing and Health Care
The role of advanced practice nurses in today’s health care environment provides numerous opportunities and responsibilities. Nursing’s potential for improving the health of individuals, families, groups, and communities is examined. Strategies for involvement in shaping health care policy are developed.
HCS 587 ..................................................................................... 3 credits

Creating Change Within Organizations
Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.
NUR 544 ..................................................................................... 3 credits

Population-Focused Health Care
Theories, principles, and strategies of population-based health care are used to design, implement, and evaluate services and plans of care to promote, maintain, and restore health in a defined population. Students focus on population aggregates in structured or unstructured settings across care environments. Strategies to evaluate health outcomes and costs of care are emphasized.
HSN 544 ..................................................................................... 3 credits

Design and Process of Curriculum Development
Development of curriculum for programs in higher education settings are examined. This course focuses on curriculum planning and design, as well as development of individual courses and their relationship to program mission, objectives, and outcomes.
HCS 571 ..................................................................................... 3 credits
Financial Resource Management
Processes of budget preparation, analysis, and monitoring are essential for analyzing the financial performance of an organization, service, or system. Concepts of financial accounting and reporting, as well as basic economic principles, are applied. Students use budgetary and economic concepts and principles for financial decision-making for a health care service or unit.
NUR 590A ................................................................. 1 credit

Nursing Practicum-A
This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.
NUR 587 ................................................................. 3 credits

Leadership and Management in Nursing and Health Care
Ways of using leadership and management concepts, principles, theories, and models in advanced nursing practice and executive roles are explored. Skills that facilitate collaborative relationships and decisions consistent with stewardship of resources are examined. Students articulate a personal vision of leadership and ways of providing direction within today’s complex health care system.
NUR 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 549 ................................................................. 3 credits

Role of the Health Care/Nursing Educator
Responsibilities of faculty within various higher education settings are explored. Trends and issues that impact the educator role within changing health care and educational environments are discussed. Topics such as technological, legal, ethical, and professional dynamics are included.
HSN 540 ................................................................. 3 credits

Teaching and Learning Strategies
This course will focus on the concepts of learning, cognitive, and psychomotor learning, and the principles of adult learning. Selection and development of teaching strategies that enhance and facilitate learning will be explored.
HSN 552 ................................................................. 3 credits

Assessment and Evaluation of Learning
Methods of assessing learning in higher education are analyzed and applied in different learning situations. Processes and problems related to course learning assessments as well as evaluating programmatic outcomes are examined. Designing measures to evaluate learner and curricular outcomes are addressed.
NUR 403 ................................................................. 3 credits

Theories and Models of Nursing Practice
This course is designed to focus baccalaureate students on the behaviors, attitudes, and values necessary for theory-based professional nursing practice. Concepts of professional nursing are presented within the unifying framework of Jean Watson’s Theory of Human Caring.
NUR 443 ................................................................. 3 credits

Evidence-Based Nursing Research and Practice
This course will focus on 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/Specialization in Informatics

The following Master of Science in Nursing/Specialization in Informatics (MSN/INF) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science in Nursing (MSN) program, accredited by the Commission on 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.

* For more information about accreditation, please contact CCNE at One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202)887-6791 For more information about our graduation rates, the median debt of students who completed the program, and other important
### MSN/INF 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
- **NUR 513** ~ Theoretical Foundations of Practice
- **NUR 518** ~ Analysis of Research Reports
- **NUR 531** ~ Influencing the Future of Nursing and Health Care
- **HCS 587** ~ Creating Change Within Organizations
- **NUR 544** ~ Population-Focused Health Care
- **NUR 590A** ~ Nursing Practicum - A
- **HCS 571** ~ Financial Resource Management
- **NUR 587** ~ Leadership and Management in Nursing and Health Care
- **NUR 590B** ~ Dynamics of Family Systems
- **NUR 598** ~ Research Utilization Project
- **NUR 590B** ~ Nursing Practicum - B
- **HCI 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 MSN/INF

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Current employment is not a requirement for admission.

- Applicants must reside in the United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands

- Non-military students who enroll in the MSN program while living in the US and then move outside of the US and its territories must change to the International version of the degree-MSN-I. The International version of the MSN/I does not offer any specializations such as Informatics or Health Care Education. Students must sign a new Enrollment Agreement for the international version of the degree. Students must: 1) notify their campus representative within thirty (30) days of their moving outside the country; 2) update their profile to reflect the new international address; and 3) have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative.
- **Signed Criminal Background Check Disclosure**
- **Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure**
- **Signed FERPA Release/Drug Test or Failure to Test Results**

### Additional Academic Progression Requirements for the MSN/INF

- Students enrolling in the MSN bridge program must complete the three MSN bridge courses NUR 403, NUR 443 and NUR 440 with a C or better prior to enrolling in NUR 513 Theoretical Foundations of Practice.
- Students must start NUR 590B within 12 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. Any extension request beyond this policy must be submitted to the Student Appeals Center (SAC) for approval.
- Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program.

### Minimum Grade Requirements for the MSN/INF

- If students do not pass the bridge courses with a C or better, they will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
• All MSN and MSN bridge students must complete NUR 598, NUR 590A and NUR 590B with a B or better. Students who do not pass these classes with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement for NUR 598, NUR 590A and/or NUR 590B will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension.

Degree Requirements for the MSN/INF
• Completion of a minimum of 39 credits (48 credits for MSN/INF bridge).
• A minimum program grade point average (GPA) of 3.0. Grades earned in MSN/INF bridge courses are calculated in the MSN/INF grade point average (GPA).
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Science in Nursing

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

Additional Academic Program Re-Entry Policies for the MSN/INF
Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course will be required to re-enter and follow the admission, degree requirements and program policies published in the catalog which is in effect at the time of re-entry.

Students who have been out of attendance over one year who have not exceeded their program completion deadline who wish to remain in their current program version will be required to appeal to the Student Appeals Center to move forward with the re-entry process.
Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Course Descriptions for the MSN/INF
HCS 504 ......................................................................................1 credit
Introduction to Graduate Study in Health Sciences/Nursing
This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.
NUR 513 ...................................................................................3 credits
Theoretical Foundations of Practice
This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory and nursing knowledge in professional environments.
NUR 518 ...................................................................................3 credits
Analysis of Research Reports
Evidence-based practice relies upon analyzing the scientific merit of nursing research reports and integrating the results from valid studies into care. Published reports using quantitative and qualitative methods are examined to determine the validity of study findings and their readiness for implementation into practice. Ethics in research is also considered.
NUR 531 ...................................................................................3 credits
Influencing the Future of Nursing and Health Care
The role of advanced practice nurses in today’s health care environment provides numerous opportunities and responsibilities. Nursing’s potential for improving the health of individuals, families, groups, and communities is examined. Strategies for involvement in shaping health care policy are developed.
NUR 590A ..................................................................................1 credit
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.
HCI 500 ................................................................................... 3 credits

Concepts of Health Care Informatics
This course will introduce the student to the basic concepts of health care informatics and health information management. It will build on a historical foundation of informatics and roles of the informatics specialist.
HCI 510 ................................................................................... 3 credits

Systems Life Cycle
This course will focus on the selection and implementation of an information system within a health facility. The course will review the phases of the life cycle: planning, analysis, design, 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.
NUR 442 ................................................................................... 3 credits

The following Master of Science in Nursing and Master of Business Administration/Health Care Management programs/msn-mba-hc.

Masters of Science in Nursing and Master of Business Administration/Health Care Management

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.
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
Management

Organizational Leadership, 3 total credits
LDR 531 ~ ............................................................................. 3 credits
Organizational Leadership

Business Law, 3 total credits
LAW 531 ~ ............................................................................. 3 credits
Business Law

Quantitative Reasoning for Business, 3 total credits
QRB 501 ~ ............................................................................. 3 credits
Quantitative Reasoning for Business

Economics, 3 total credits
ECO 561 ~ ............................................................................. 3 credits
Economics

Accounting, 3 total credits
ACC 561 ~ ............................................................................. 3 credits
Accounting

Corporate Finance, 3 total credits
FIN 571 ~ ............................................................................. 3 credits
Corporate Finance

Operations Management, 3 total credits
OPS 571 ~ ............................................................................. 3 credits
Operations Management

Marketing, 3 total credits
MKT 571 ~ ............................................................................. 3 credits
Marketing

Strategic Planning & Implementation, 3 total credits
STR 581 ~ ............................................................................. 3 credits
Strategic Planning & Implementation

Information Systems, 3 total credits
CIS 568 ~ ............................................................................. 3 credits
Information Systems Concepts

Health Care Finance, 3 total credits
HCS 571 ~ ............................................................................. 3 credits
Financial Resource Management

Regulatory, 3 total credits
HCS 578 ~ ............................................................................. 3 credits
Ethical, Legal and Regulatory Issues in Health Care

Theory, 3 total credits
NUR 513 ~ ............................................................................. 3 credits
Theoretical Foundations of Practice

Research, 6 total credits
NUR 518 ~ ............................................................................. 3 credits
Analysis of Research Reports
NUR 598 ~ ............................................................................. 3 credits
Research Utilization Project

Leadership, 11 total credits
NUR 531 ~ ............................................................................. 3 credits
Influencing the Future of Nursing and Health Care
NUR 587 ~ ............................................................................. 3 credits
Leadership and Management in Nursing and Health Care
NUR 544 ~ ............................................................................. 3 credits
Population-Focused Health Care
NUR 542 ~ ............................................................................. 2 credits
Dynamics of Family Systems

Nursing Education, 3 total credits
NUR 588 ~ ............................................................................. 3 credits
Developing and Evaluating Educational Programs

Clinical, 3 total credits
NUR 590A ~ ........................................................................... 1 credit
Nursing Practicum - A
NUR 590B ~ ........................................................................... 2 credits
Nursing Practicum - B

The university reserves the right to modify the required course of study.

Nursing Practicum/Clinical Hours

The Nursing Practicum allows students the opportunity to apply what they have learned in the program. Students develop learning objectives for the experience and, along with a faculty member and mentor, they achieve the objectives through approved student experiences at selected locations. There is a minimum 60 hours applied practicum clinical experience required. A minimum of 21 graduate credits must be completed before enrollment in the Practicum course. Clinical experiences may focus on leadership, education, or administration. The nursing practicum is intended to serve as a capstone experience that allows the student to integrate graduate level nursing course content to an area of nursing 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 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.

• Students must have access to an appropriate healthcare organization environment in which to complete the work related course assignments.
• Applicants must reside in the United States or in one of the US Territories with documentation of a valid, unrestricted/uncumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/uncumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  • Guam
  • American Samoa
  • Northern Mariana Islands
  • US Virgin Islands
• Non-military students who enroll in the MSN program while living in the US and then move outside of the U.S. and its territories must change to the International version of the degree -MSN-I. The International version of the MSN /I does not offer any specializations such as Informatics or Health Care Education. Students must sign a new Enrollment Agreement for the international version of the degree. Students must: 1) notify their campus representative within thirty (30) days of their moving outside the country; 2) update their profile to reflect the new international address; and 3) have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative.
• Signed Criminal Background Check Disclosure
• Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
• Signed FERPA Release/Drug Test or Failure to Test Results

Degree Requirements for the MSN/MBA/HC
• Completion of a minimum of 65 credits (74 credits for the bridge program).
• A minimum program grade point average (GPA) of 3.0. Grades earned in MSN/MBA/HC bridge courses are calculated in the MSN/MBA/HC grade point average (GPA).
• Concentrations are reflected on the transcript only and will not appear on the diplomas. Two diplomas will be awarded for this dual degree. The diplomas awarded for this program will read as follows:
  Master of Science in Nursing
  Master of Business Administration

Additional Academic Progression Requirements for the MSN/ MBA/HC
• Students enrolling in the MSN bridge program must complete the three MSN bridge courses NUR 403, NUR 443 and NUR 440 with a C or better prior to enrolling in NUR 513 Theoretical Foundations of Practice.
• Students must start NUR 590B within 12 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. Any extension request beyond this policy must be submitted to the Student Appeals Center (SAC) for approval.

Minimum Grade Requirements for MSN/MBA/HC
• Students must hold a valid, unrestricted/uncumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/uncumbered through the duration of the program.

Residency Requirements Course Waivers for the MSN/MBA/ HC
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 53 credits in the Required Course of Study, must be completed at University of Phoenix. Students in this program may waive a maximum of 12 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• For all nursing courses, including HCS 571 & HCS 578, the course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
• For all business courses, the course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a “B” (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: MGT 521, NUR 590A, NUR 590B, NUR 598, QRB 501, STR 581.
Additional Academic Program Re-Entry Policies for the MSN/ MBA/HC

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course will be required to re-enter and follow the admission, degree requirements and program policies published in the catalog which is in effect at the time of re-entry. Students who have been out of attendance over one year who have not exceeded their program completion deadline who wish to remain in their current program version will be required to appeal to the Student Appeals Center to move forward with the re-entry process. Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Course Descriptions for the MSN/MBA/HC

MGT 521 ................................................................................... 3 credits

Economics

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

Organizational Leadership

This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students

LDR 531 ................................................................................... 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

Operations 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.

OPS 571 ................................................................................... 3 credits

Management

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.

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

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.

NUR 513 ................................................................................... 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 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.

OP 513 ................................................................................... 3 credits
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 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 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

Nursing Practicum-A
This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

NUR 590B .................................................................................................................. 2 credits

Nursing Practicum-B
This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

NUR 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 may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The MSN/MHA program, accredited by the Commission on Collegiate Nursing Education (CCNE)*, is designed to provide nurses with a unique blend of advanced nursing and healthcare related business skills to manage in today’s evolving health care delivery systems. The program combines essential elements from both degree programs to provide students with the knowledge and skills needed to effectively examine and evaluate issues and trends impacting health care. The MSN program is designed for those nurses who want to pursue more advanced positions in today’s challenging health care
environment. The program blends nursing theory and advanced practice concepts necessary to successful work within the structure, culture, and mission of any size health care organization or educational setting.

The MSN program consists of three major areas: the core, the major, and the cognate. The core incorporates the major foci of the Master of Science in Nursing degree: the theory of nursing influence, influence of nursing research, and on the advanced practice of nursing. The major includes advanced course work in nursing: management of families and aggregates, administration, and education. The cognate is fulfilled through the MHA program content. The MHA curriculum focuses on the content related to finance, economics, policy, quality improvement, marketing, and strategic planning. In addition, students complete course work in concepts related to public health, long term care and health care informatics. Graduates will have enhanced their management/administrative backgrounds through a curriculum that provides students with the ability to apply theory to contemporary practice applications. Graduates are able to define their role within the health care system and understand how to make necessary changes to create a work environment which is team oriented and motivating to others.

* For more information about accreditation, please contact CCNE at One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202)887-6791.

For more information about our graduation rates, the median debt incurred, and additional important information, please visit our website at http://www.phoenix.edu/

**MSN/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>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCS 504</td>
<td>Introduction to Graduate Study in Health Sciences/Nursing</td>
<td>1</td>
</tr>
<tr>
<td>HCS 531</td>
<td>Health Care Organizations and Delivery Systems</td>
<td>3</td>
</tr>
<tr>
<td>HCS 533</td>
<td>Health Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>HCS 514</td>
<td>Managing in Today’s Health Care Organization</td>
<td>3</td>
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<tr>
<td>HCS 552</td>
<td>Health Care Economics</td>
<td>3</td>
</tr>
<tr>
<td>HCS 577</td>
<td>Financial Management in Health Care</td>
<td>3</td>
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<tr>
<td>HCS 535</td>
<td>Concepts of Population Health</td>
<td>3</td>
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<tr>
<td>HCS 545</td>
<td>Health Law and Ethics</td>
<td>3</td>
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<tr>
<td>HCS 539</td>
<td>Marketing for Health Care</td>
<td>3</td>
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<tr>
<td>HCS 567</td>
<td>Entrepreneurship in Health Care</td>
<td>3</td>
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<tr>
<td>NUR 513</td>
<td>Influencing the Future of Nursing and Health Care</td>
<td>3</td>
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<tr>
<td>NUR 517</td>
<td>Research Utilization Project</td>
<td>3</td>
</tr>
<tr>
<td>NUR 518</td>
<td>Developing and Evaluating Educational Programs</td>
<td>3</td>
</tr>
<tr>
<td>NUR 519A</td>
<td>Nursing Practicum - A</td>
<td>1</td>
</tr>
<tr>
<td>NUR 542</td>
<td>Measuring Performance Standards</td>
<td>2</td>
</tr>
<tr>
<td>HCS 588</td>
<td>Dynamics of Family Systems</td>
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</tr>
<tr>
<td>HCS 533</td>
<td>Health Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>HCS 590B</td>
<td>Managing in Today’s Health Care Organization</td>
<td>2</td>
</tr>
<tr>
<td>NUR 590</td>
<td>Creating Change within Organizations</td>
<td>3</td>
</tr>
<tr>
<td>NUR 598</td>
<td>Research Utilization Project</td>
<td>3</td>
</tr>
<tr>
<td>NUR 598A</td>
<td>Nursing Practicum - B</td>
<td>2</td>
</tr>
<tr>
<td>NUR 598B</td>
<td>Measuring Performance Standards</td>
<td>2</td>
</tr>
</tbody>
</table>

**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 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 in a nursing or healthcare role or access to an appropriate healthcare organization environment in which to complete the work related course assignments.
- Applicants must reside in the United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
• US Virgin Islands
• Non-military students who enroll in the MSN/MHA program while living in the US and then move outside of the U.S. and its territories will not be eligible to continue in the program. To continue pursuing nursing coursework, the student must change to the International version of the university’s MSN degree. Students must sign a new Enrollment Agreement for the international version of the degree. Students must: 1) notify their campus representative within thirty (30) days of their moving outside the country; 2) update their profile to reflect the new international address; and 3) have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative.
• Signed Criminal Background Check Disclosure
• Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
• Signed FERPA Release/Drug Test or Failure to Test Results

Degree Requirements for the MSN/MHA
• Completion of a minimum of 54 credits (63 credits for the MSN/MHA bridge).
• A minimum program grade point average (GPA) of 3.0. Grades earned in MSN/MHA bridge courses are calculated in the MSN/MHA grade point average (GPA).
• Concentrations are reflected on the transcript only and will not appear on the diplomas. Two diplomas will be awarded for this dual degree. The diplomas awarded for this program will read as follows:
  Master of Science in Nursing
  Master of Health Administration

Additional Academic Progression Requirements for the MSN/MHA
• Students enrolling in the MSN bridge program must complete the three MSN bridge courses NUR 403, NUR 443 and NUR 440 with a C or better prior to enrolling in NUR 513 Theoretical Foundations of Practice.
• Students must start NUR 590B within 12 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. Any extension request beyond this policy must be submitted to the Student Appeals Center (SAC) for approval.
• Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program.

Minimum Grade Requirements for the MSN/MHA
• If students do not pass the bridge courses with a C or better, they will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
• All MSN and MSN bridge students must complete NUR 598, NUR 590A and NUR 590B with a B or better. Students who do not pass these classes with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement for NUR 598, NUR 590A and/or NUR 590B will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension. Appeals through the Student Appeals Center (SAC) for readmission to the program will not be accepted by the College of Nursing.

Residency Requirements and Course Waivers for the MSN/MHA
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 42 credits in the Required Course of Study, must be completed at University of Phoenix. Students in this program may waive a maximum of 12 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. Students enrolled in the MSN/MHA Bridge may waive the nine (9) undergraduate bridge credits (NUR 403, NUR 443, and NLIR 440) in addition to waiving a maximum of 12 credits from their Required Course of Study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: HCS 504, NUR 590A, NUR 590B, NUR 598

Additional Academic Program Re-Entry Policies for the MSN/MHA
Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course will be required to re-enter and follow the admission, degree requirements and program policies published in the catalog which is in effect at the time of re-entry. Students who have been out of attendance over one year who have not exceeded their program completion deadline who wish to remain in their current program version will be required to appeal to the Student Appeals Center to move forward with the re-entry process.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission.
to the program at the time of re-entry.

Course Descriptions for the MSN/MHA

HCS 504 ....................................................................................1 credit
Introduction to Graduate Study in Health Sciences/Nursing
This course provides new graduate students in the college with an introduction to strategies for success within the University's adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

HCS 531 ....................................................................................3 credits
Health Care Organizations and Delivery Systems
This course is a comprehensive approach to health care organizations and systems that provide the student with an in-depth understanding of health organizations. Topics include the evolution of health care delivery during a time of financial and regulatory stress, the impact of the evolving consumer movement, and managing efficient and effective organizational structures.

HCS 533 ....................................................................................3 credits
Health Information Systems
This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.

HCS 514 ....................................................................................3 credits
Managing in Today's Health Care Organizations
This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.

HCS 552 ....................................................................................3 credits
Health Care Economics
This course focuses on the application of macro and micro economic tools to the health care industry. Content includes demand management; concepts of efficiency, production and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. Students apply principles to a variety of business models.

HCS 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 detractors of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.

HCS 545 ....................................................................................3 credits
Health Law and Ethics
Students explore and analyze current ethical issues such as biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.

HCS 539 ....................................................................................3 credits
Marketing for Health Care
This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.

HCS 567 ....................................................................................3 credits
Entrepreneurship in Health Care
This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.

NUR 513 ...................................................................................3 credits
Theoretical Foundations of Practice
This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory and nursing knowledge in professional environments.

NUR 518 ...................................................................................3 credits
Analysis of Research Reports
Evidence-based practice relies upon analyzing the scientific merit of nursing research reports and integrating the results from valid studies into care. Published reports using quantitative and qualitative methods are examined to determine the validity of study findings and their readiness for implementation into practice. Ethics in research is also considered.

NUR 531 ...................................................................................3 credits
Influencing the Future of Nursing and Health Care
The role of advanced practice nurses in today's health care environment provides numerous opportunities and responsibilities. Nursing's potential for improving the health of individuals, families, groups, and communities is examined. Strategies for involvement in shaping health care policy are developed.

HCS 587 ...................................................................................3 credits
Creating Change Within Organizations
Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.

NUR 588 ...................................................................................3 credits
Developing and Evaluating Educational Programs

Identifying learning needs provides the foundation for designing health care educational programs for individuals, families, groups, or communities. Students select and develop teaching strategies and explore ways of monitoring and evaluating teaching methods and learner outcomes. Roles of educators in organizations, communities, and higher education settings are examined.

NUR 590A.................................................................................. 1 credit

Nursing Practicum-A

This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

NUR 542 ................................................................. 2 credits

Dynamics of Family Systems

Family systems theories and models are used to understand the impact of nuclear families on professional and personal relationships, as well as on society. These theories and models are used as well to develop strategies for promoting and monitoring the health of families.

HCS 588 ................................................................. 3 credits

Measuring Performance Standards

Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

NUR 590B ................................................................. 2 credits

Nursing Practicum-B

This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

NUR 598 ................................................................. 3 credits

Research Utilization Project

This is a graduate research course that focuses on the use of a body of nursing knowledge and scientific knowledge in the nursing practice setting. Students develop a proposal to address a problem or concern in the nursing practice, propose a evidence-based solution, develop an implementation and evaluation plan, and describe implementation strategies for the proposed solution.

NUR 403................................................................. 3 credits

Theories and Models of Nursing Practice

This course is designed to focus baccalaureate students on the behaviors, attitudes, and values necessary for theory-based professional nursing practice. Concepts of professional nursing are presented within the unifying framework of Jean Watson’s Theory of Human Caring.

NUR 443................................................................. 3 credits

Evidence-Based Nursing Research and Practice

This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.

NUR 440................................................................. 3 credits

Health Assessment and Promotion for Vulnerable Population

This course is designed to assist professional nurses in developing interviewing skills, refinement of physical assessment techniques, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.
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The College of Education offers graduate level degree and non-degree courses designed for future teachers and current educators. These programs are developed and taught by skilled practitioners who work in their respective fields, and emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Each program blends theory and practice through a combination of individual and collaborative work to foster a learning environment that allows students to build their knowledge base and apply what they have learned to “impact student learning one educator at a time.” Graduate students may choose to pursue a major in a variety of areas. Graduate non-degree programs include several state-specific certificates/endorsements designed for current educators. Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements.

**Admission Requirements**

All applicants to this program are expected to meet the following admission requirements:

- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - or-
  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
  - or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
  - or-
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
- The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
- The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
- The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
- The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Applicants (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 or refugee status.
  - Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
  - A signed New Student Checklist may be required
  - A signed Enrollment/Disclosure Agreement.
  - Completion of any state-specific required documents or forms.
  - Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
  - Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
- 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 Office of Admissions & Records:

1. California
2. Colorado
3. Hawaii
4. Idaho
5. Maine
6. Montana
7. Nevada
8. New Mexico
9. North Dakota
10. South Dakota
11. Utah
12. Wyoming
• 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 Office of Admissions & Records.

• 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 Office of Admissions & Records.

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:

• The student graduated from a public or nonpublic high school in the state of Connecticut before January 1, 1957 (applicable to MMR vaccine only).

• The student graduated from a public or nonpublic high school in the state of Connecticut before January 1, 1980 (applicable to the varicella (chicken pox) vaccine only).

• The student has laboratory confirmation of immunity to the measles, mumps, rubella (MMR) and varicella as recommended by the Advisory Committee for Immunization Practices (ACIP). For more specific state information, refer to the link below. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

Exemptions from the MMR and varicella immunization requirements may be granted for the following reasons:

• The student was born before January 1, 1957 (applicable to MMR vaccine only).

• The student was born in the United States before January 1, 1980 (applicable to the varicella (chicken pox) vaccine only).

• The student has documentation from a physician stating that it is medically inadvisable to receive the vaccines for the one or more of the diseases as indicated on the immunization form.

• The student has documentation from a physician or director of health that he/she has had a confirmed case of one or more of the diseases as indicated on the immunization form.

• The student has laboratory confirmation of immunity to the disease(s) as indicated on the immunization form.

• The student has submitted a statement that immunization is contrary to his/her religious beliefs.

• The student is enrolled exclusively in the Online Campus and does not congregate with other students on campus or at campus-sponsored events. If the student later decides to attend a class at a University of Phoenix local campus location in Connecticut, the student must meet the immunization requirements before he/she may begin attending classes at a local campus location.

• The student graduated from a public or nonpublic high school in the state of Connecticut in 1999 or later and was not exempt from the measles, rubella and on or after August 1, 2010, the mumps vaccination requirement pursuant to subdivision (2) or (3) of subsection (a) of section 10-204a.

Master of Arts in Education/Administration and Supervision

The following Master of Arts in Education/Administration and Supervision (MAED/ADM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand.
The Master of Arts in Education/Administration and Supervision program prepares candidates for principal licensure. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative internship is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-adm.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

### MAED/ADM Required Course of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMIN 500</td>
<td>Orientation to Administration and Supervision</td>
<td>0</td>
</tr>
<tr>
<td>COM 516</td>
<td>Professional Communications</td>
<td>1</td>
</tr>
<tr>
<td>ADMIN 518</td>
<td>Leadership and Collaborative Processes</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 570</td>
<td>Equity, Diversity, and Access in Education</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 555</td>
<td>School Policy and Law for Principals</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 524</td>
<td>Supervision of Curriculum, Instruction and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 591A</td>
<td>Principal Internship Part I: Instructional Leadership</td>
<td>1</td>
</tr>
<tr>
<td>ADMIN 528</td>
<td>Administration of Special Programs</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 535</td>
<td>Business and Facilities Management</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 560</td>
<td>Human Resources Leadership and Management</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 591B</td>
<td>Principal Internship Part II: Organizational Management</td>
<td>1</td>
</tr>
<tr>
<td>ADMIN 575</td>
<td>Family, Community and Media Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDD 581</td>
<td>Action Research and Evaluation</td>
<td>4</td>
</tr>
<tr>
<td>ADMIN 565</td>
<td>School Improvement Processes</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 591C</td>
<td>Administrative Internship Part II: Professional Practice</td>
<td>1</td>
</tr>
</tbody>
</table>

**Students must also choose an elective from one of the following:**

<table>
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<tr>
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<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>AET 520</td>
<td>Instructional Strategies in Adult Education and Training</td>
<td>3</td>
</tr>
<tr>
<td>AET 535</td>
<td>Assessment and Evaluation in Adult Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

### Additional Admission Requirements for the MAED/ADM

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- A minimum equivalent of three (3) years post-high school work experience including 18 months of instructional experience in a P-12 setting.
- The teaching or instructional experience must be as a contracted teacher in either a traditional or year-round public or private school.
- Teaching experience is defined as stand-up teaching or facilitation with a pre-school (P)-12 school-age population. The following constitutes teaching experience:
  - Verifiable (contracted) P-12 instructional classroom experience - 40 hours per week

### Degree Completion Requirements for the MAED/ADM

- Completion of a minimum of 38 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of e-portfolio.
- Completion of Field Experience Observation Record.
- Satisfactory completion of any required internship and/or practicum courses with a grade of "B" or better.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Administration and Supervision

### Minimum Grade Requirement for the MAED/ADM

- A candidate must earn a grade of "B" (3.0) or better in the following practicum/internship courses, grades of "B-" are not accepted: ADMIN 591A, ADMIN 591B and ADMIN 591C. Students who earn less than a grade of "B" (3.0) in any of these courses must repeat the course in order to continue in their one credit administrative practicum/internship courses.
- Candidates who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course.
- If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be, scholastically suspended, permanently withdrawn from program.

### Residency Requirements and Course Waivers for the MAED/ADM

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires
completion of a minimum of 32 graduate level credits at the University. Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization. The following courses in the Required Course of Study may not be waived: ADMIN 591A, ADMIN 591B, ADMIN 591C, COM 516, EDD 581

**Institutional Recommendation for the MAED/ADM**

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for principal certification).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated administrator exam, if required.
- Students must verify full SEI endorsement or equivalent coursework prior to issuance of an administrative license. Approved SEI courses/workshops can be found at http://www.ade.az.gov/elas/.
- Students must verify three (3) years of classroom teaching experience prior to issuance of Institutional Recommendation.

**Internship Policies for the MAED/ADM**

- The Administrative Internship is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the internship. Candidates must follow the guidelines in place at their campus.
- Candidates must take the internship courses concurrently with the internship experience. If a candidate chooses to postpone the internship, he/she must postpone their enrollment in the internship courses.
- Candidates must pass each Administrative Internship course with a grade of “B” or better in order to avoid Scholastic Disqualification.
- Candidates who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.

**Field Experience for the MAED/ADM**

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

**Additional Academic Program Re-entry Policy for the MAED/ADM**

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary. 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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

**Course Descriptions for the MAED/ADM**

ADMIN 500 ..................................................................................0 credits

Orientation to Administration and Supervision

This course is designed to provide an orientation to the primary components of the Master of Arts in Education/Administration and Supervision program. Students will be introduced to the program’s progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.

COM 516 .....................................................................................1 credit

Professional Communications

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

ADMIN 518 ..................................................................................3 credits

Leadership and Collaborative Processes

This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various
styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.

**Equity, Diversity, and Access in Education**

This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

**ADMIN 555** ................................................................. 3 credits

**School Policy and Law for Principals**

This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.

**ADMIN 524** ................................................................. 3 credits

**Supervision of Curriculum, Instruction and Assessment**

This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.

**ADMIN 591A** ............................................................... 1 credit

**Principal Internship Part I: Instructional Leadership**

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.

**ADMIN 528** ................................................................. 3 credits

**Administration of Special Programs**

This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.

**ADMIN 535** ................................................................. 3 credits

**Business and Facilities Management**

This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.

**ADMIN 560** ................................................................. 3 credits

**Human Resources Leadership and Management**

This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.

**ADMIN 591B** ................................................................. 1 credit

**Principal Internship Part II: Organizational Management**

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.

**ADMIN 575** ................................................................. 3 credits

**Family, Community and Media Relations**

This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families, business and community groups, and the media to support a school’s vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs; establishing reciprocal relationships; the use of conflict resolution and decision making tools; and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.

**EDD 581** ................................................................. 4 credits

**Action Research and Evaluation**

This course examines action research and its role in decision-making and in educational practices. Students are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality, and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.

**ADMIN 565** ................................................................. 3 credits

**School Improvement Processes**

This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.

**ADMIN 591C** ................................................................. 1 credit

**Administrative Internship Part III: Professional Practice**

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.

**AET 520** ................................................................. 3 credits

**Instructional Strategies in Adult Education and Training**

This course builds upon the foundation provided in the instructional design course and focuses on development and implementation of instruction that facilitates adult learning. Learners examine and apply models, strategies, and methods for planning and for implementing instruction. Instructional approaches, engagement
strategies, and management of the instructional environment are explored.

AET 535 ................................................................. 3 credits

Assessment and Evaluation in Adult Learning
This course focuses on developing the skills necessary to become effective assessors of adult learners in postsecondary and training environments. It provides the fundamentals of varied classroom assessments and training evaluations, such as formative and summative tests and authentic assessments. Learners develop assessments and analyze how assessment data is used to improve instruction and learning. Additionally, the purposes, the methods, and the reporting of evaluation for trainers are explored.

EDL 505 ................................................................. 3 credits

Cultural Competency
Culturally responsive teachers facilitate and support learning for all students regardless of their diversities. This course deepens candidates’ understanding of teaching and learning through examination of the diverse make-up of today’s communities, schools, and classrooms. Through personal reflection and identification of theoretically sound and culturally responsive pedagogy, this course prepares the candidate to model, mentor, and lead efforts in creating a school climate that effectively addresses the learning needs of all students.

EDL 531 ................................................................. 3 credits

Mentoring and Coaching
This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem-solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.

Master of Arts in Education/Administration and Supervision (Colorado)

The following Master of Arts in Education/Administration and Supervision (MAED/ADM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Administration and Supervision program prepares candidates for principal licensure. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative internship is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-adm.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

MAED/ADM Required Course of Study

ADMIN 500 ............................................................. 0 credits
Orientation to Administration and Supervision
COM 516 ............................................................... 1 credit
Professional Communications
ADMIN 518 ............................................................. 3 credits
Leadership and Collaborative Processes
ADMIN 570 ............................................................. 3 credits
Equity, Diversity, and Access in Education
ADMIN 555 ............................................................. 3 credits
School Policy and Law for Principals
ADMIN 524 ............................................................. 3 credits
Supervision of Curriculum, Instruction and Assessment
ADMIN 591A ........................................................... 1 credit
Principal Internship Part I: Instructional Leadership
ADMIN 528 ............................................................. 3 credits
Administration of Special Programs
ADMIN 535 ............................................................. 3 credits
Business and Facilities Management
ADMIN 560 ............................................................. 3 credits
Human Resources Leadership and Management
ADMIN 591B ........................................................... 1 credit
Principal Internship Part II: Organizational Management
ADMIN 575 ............................................................. 3 credits
Family, Community and Media Relations
EDD 581 ................................................................. 4 credits
Action Research and Evaluation
ADMIN 565 ............................................................. 3 credits
School Improvement Processes
ADMIN 591C ........................................................... 1 credit
Administrative Internship Part III: Professional Practice

Students must also choose an elective from one of the following:

AET 520 ................................................................. 3 credits
Instructional Strategies in Adult Education and Training
AET 535 ................................................................. 3 credits
Assessment and Evaluation in Adult Learning
EDL 505 ................................................................. 3 credits
Cultural Competency
EDL 531 ................................................................. 3 credits
Mentoring and Coaching

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/ADM

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- A minimum equivalent of three (3) years post-high school work experience including 18 months of instructional experience in a P-12 setting.
• The teaching or instructional experience must be as a contracted teacher in either a traditional or year-round public or private school.
• Teaching experience is defined as stand-up teaching or facilitation with a pre-school (P)-12 school-age population. The following constitutes teaching experience:

  Verifiable (contracted) P-12 instructional classroom experience - 40 hours per week
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Completion Requirements for the MAED/ADM
• Completion of a minimum of 38 credits.
• A minimum grade point average (GPA) of 3.0.
• Completion of e-portfolio.
• Completion of Field Experience Observation Record.
• Satisfactory completion of any required internship and/or practicum courses with a grade of "B" or better.
• Students must take courses within a sequence specified by course prerequisite requirements.
• The diploma awarded for this program will read as: Master of Arts in Education Administration and Supervision

Minimum Grade Requirement for the MAED/ADM
• A candidate must earn a grade of "B" (3.0) or better in the following practicum/internship courses, grades of "B-" are not accepted: ADMIN 591A, ADMIN 591B and ADMIN 591C. Students who earn less than a grade of "B" (3.0) in any of these courses must repeat the course in order to continue in their one credit administrative practicum/internship courses.
• Candidates who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course.
• If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be, scholastically suspended, permanently withdrawn from program.

Residency Requirements and Course Waivers for the MAED/ADM
The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 32 graduate level credits at the University.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: ADMIN 591A, ADMIN 591B, ADMIN 591C, COM 516, EDD 581

Institutional Recommendation for the MAED/ADM
• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for principal certification).
• Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
• Candidates must pass their state-mandated administrator exam, if required.
• 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

Internship Policies for the MAED/ADM
• The Administrative Internship is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the internship. Candidates must follow the guidelines in place at their campus.
• Candidates must take the internship courses concurrently with the internship experience. If a candidate chooses to postpone the internship, he/she must postpone their enrollment in the internship courses.
• Candidates must pass each Administrative Internship course with a grade of "B" or better in order to avoid Scholastic Disqualification.
• Candidates who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.

Field Experience for the MAED/ADM
Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Doc-
umentation 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.

Additional Academic Program Re-entry Policy for the MAED/TED-S

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Course Descriptions for the MAED/ADM

ADMIN 500 ................................................................. 0 credits

Orientation to Administration and Supervision
This course is designed to provide an orientation to the primary components of the Master of Arts in Education/ Administration and Supervision program. Students will be introduced to the program’s progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.

COM 516 ................................................................. 1 credit

Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

ADMIN 518 ................................................................. 3 credits

Leadership and Collaborative Processes
This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.

ADMIN 570 ................................................................. 3 credits

Equity, Diversity, and Access in Education
This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

ADMIN 555 ................................................................. 3 credits

School Policy and Law for Principals
This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.

ADMIN 524 ................................................................. 3 credits

Supervision of Curriculum, Instruction and Assessment
This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.

ADMIN 591A ................................................................. 1 credit

Principal Internship Part I: Instructional Leadership
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.

ADMIN 528 ................................................................. 3 credits

Administration of Special Programs
This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.

ADMIN 535 ................................................................. 3 credits

Business and Facilities Management
This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates will also participate in field experiences related to business and facilities management.

ADMIN 560 ................................................................. 3 credits

Human Resources Leadership and Management
This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.

ADMIN 591B ................................................................. 1 credit

Principal Internship Part II: Organizational Management
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.

ADMIN 575 ................................................................. 3 credits

Family, Community and Media Relations
This course focuses on the role of the school principal as a catalyst
for developing and for maintaining collaborations with families, business and community groups, and the media to support a school’s vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs; establishing reciprocal relationships; the use of conflict resolution and decision making tools; and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.

EDD 581 ................................................................. 4 credits

Action Research and Evaluation
This course examines action research and its role in decision-making and in educational practices. Students are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality, and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.

ADMIN 565 ................................................................. 3 credits

School Improvement Processes
This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.

ADMIN 591C ................................................................. 1 credit

Administrative Internship Part III: Professional Practice
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.

AET 520 ................................................................. 3 credits

Instructional Strategies in Adult Education and Training
This course builds upon the foundation provided in the instructional design course and focuses on development and implementation of instruction that facilitates adult learning. Learners examine and apply models, strategies, and methods for planning and for implementing instruction. Instructional approaches, engagement strategies, and management of the instructional environment are explored.

AET 535 ................................................................. 3 credits

Assessment and Evaluation in Adult Learning
This course focuses on developing the skills necessary to become effective assessors of adult learners in postsecondary and training environments. It provides the fundamentals of varied classroom assessments and training evaluation models, such as formative and summative tests and authentic assessments. Learners develop assessments and analyze how assessment data is used to improve instruction and learning. Additionally, the purposes, the methods, and the reporting of evaluation for trainers are explored.

EDL 505 ................................................................. 3 credits

Cultural Competency
Culturally responsive teachers facilitate and support learning for all students regardless of their diversities. This course deepens candidates’ understanding of teaching and learning through examination of the diverse make-up of today’s communities, schools, and classrooms. Through personal reflection and identification of theoretically sound and culturally responsive pedagogy, this course prepares the candidate to model, mentor, and lead efforts in creating a school climate that effectively addresses the learning needs of all students.

EDL 531 ................................................................. 3 credits

Mentoring and Coaching
This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem-solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.

Master of Arts in Education/Administration and Supervision (New Mexico)

The following Master of Arts in Education/Administration and Supervision (MAED/ADM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Administration and Supervision program prepares candidates for principal licensure. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative internship is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-adm.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

MAED/ADM Required Course of Study

ADMIN 500 ................................................................. 0 credits

Orientation to Administration and Supervision

COM 516 ................................................................. 1 credit

Professional Communications

ADMIN 518 ................................................................. 3 credits

Leadership and Collaborative Processes
ADMIN 570.................................................................3 credits
Equity, Diversity, and Access in Education
ADMIN 555.................................................................3 credits
School Policy and Law for Principals
ADMIN 524.................................................................3 credits
Supervision of Curriculum, Instruction and Assessment
ADMIN 591A .............................................................1 credit
Principal Internship Part I: Instructional Leadership
ADMIN 528.................................................................3 credits
Administration of Special Programs
ADMIN 535.................................................................3 credits
Business and Facilities Management
ADMIN 560.................................................................3 credits
Human Resources Leadership and Management
ADMIN 591B ............................................................1 credit
Principal Internship Part II: Organizational Management
ADMIN 575.................................................................3 credits
Family, Community and Media Relations
EDD 581.................................................................4 credits
Action Research and Evaluation
ADMIN 565.................................................................3 credits
School Improvement Processes
ADMIN 591C .............................................................1 credit
Administrative Internship Part III: Professional Practice

Students must also choose an elective from one of the following:

AET 520.................................................................3 credits
Instructional Strategies in Adult Education and Training
AET 535.................................................................3 credits
Assessment and Evaluation in Adult Learning
EDL 505.................................................................3 credits
Cultural Competency
EDL 531.................................................................3 credits
Mentoring and Coaching

The University reserves the right to modify the required course

Additional Admission Requirements for the MAED/ADM
All applicants are expected to meet the following admissions requirements:

• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

• A minimum equivalent of three (3) years post-high school work experience including 18 months of instructional experience in a P-12 setting.

• The teaching or instructional experience must be as a contracted teacher in either a traditional or year-round public or private school.

• Teaching experience is defined as stand-up teaching or facilitation with a pre-school (P)-12 school-age population. The following constitutes teaching experience:

  Verifiable (contracted) P-12 instructional classroom experience - 40 hours per week

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Completion Requirements for the MAED/ADM

• Completion of a minimum of 38 credits.

• A minimum grade point average (GPA) of 3.0.

• Completion of an e-portfolio.

• Completion of Field Experience Observation Record.

• Satisfactory completion of any required internship and/or practicum courses with a grade of "B" or better.

• Students must take courses within a sequence specified by course prerequisite requirements.

• The diploma awarded for this program will read as: Master of Arts in Education Administration and Supervision

Minimum Grade Requirement for the MAED/ADM

• A candidate must earn a grade of "B" (3.0) or better in the following practicum/internship courses, grades of "B-" are not accepted: ADMIN 591A, ADMIN 591B and ADMIN 591C. Students who earn less than a grade of "B" (3.0) in any of these courses must repeat the course in order to continue in their one credit administrative practicum/internship courses.

• Candidates who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course.

• If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be, scholastically suspended, permanently withdrawn from program.

Residency Requirements and Course Waivers for the MAED/ADM

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 32 graduate level credits at the University.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.

• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: ADMIN 591A, ADMIN 591B, ADMIN 591C, COM 516, EDD 581
Institutional Recommendation for the MAED/ADM

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for principal certification).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated administrator exam, if required.

Internship Policies for the MAED/ADM

- The Administrative Internship is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the internship. Candidates must follow the guidelines in place at their campus.
- Candidates must take the internship courses concurrently with the internship experience. If a candidate chooses to postpone the internship, he/she must postpone their enrollment in the internship courses.
- Candidates must pass each Administrative Internship course with a grade of “B” or better in order to avoid Scholastic Disqualification.
- Candidates who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.

Field Experience for the MAED/ADM

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30–40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

Additional Academic Program Re-entry Policy for the MAED/ADM

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version.

Course Descriptions for the MAED/ADM

- ADMIN 500 ................................................................. 0 credits
- Orientation to Administration and Supervision
  This course is designed to provide an orientation to the primary components of the Master of Arts in Education/Administration and Supervision program. Students will be introduced to the program’s progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.
- COM 516 ................................................................. 1 credit
- Professional Communications
  This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.
- ADMIN 518 ................................................................. 3 credits
- Leadership and Collaborative Processes
  This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.
- ADMIN 570 ................................................................. 3 credits
- Equity, Diversity, and Access in Education
  This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.
- ADMIN 555 ................................................................. 3 credits
- School Policy and Law for Principals
  This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.
- ADMIN 524 ................................................................. 3 credits
- Supervision of Curriculum, Instruction and Assessment
  This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.
- ADMIN 591A ................................................................. 1 credit
- Principal Internship Part I: Instructional Leadership
  This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and
personnel evaluation will be addressed.

ADMIN 528 ................................................................. 3 credits

Administration of Special Programs
This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.

ADMIN 535 ................................................................. 3 credits

Business and Facilities Management
This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates will also participate in field experiences related to business and facilities management.

ADMIN 560 ................................................................. 3 credits

Human Resources Leadership and Management
This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.

ADMIN 591B ............................................................ 1 credit

Principal Internship Part II: Organizational Management
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.

ADMIN 575 ................................................................. 3 credits

Family, Community and Media Relations
This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families, business and community groups, and the media to support a school’s vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs; establishing reciprocal relationships; the use of conflict resolution and decision making tools; and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.

EDD 581 ................................................................. 4 credits

Action Research and Evaluation
This course examines action research and its role in decision-making and in educational practices. Students are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality, and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.

ADMIN 565 ................................................................. 3 credits

School Improvement Processes
This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.

ADMIN 591C ............................................................. 1 credit

Administrative Internship Part III: Professional Practice
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.

AET 520 ................................................................. 3 credits

Instructional Strategies in Adult Education and Training
This course builds upon the foundation provided in the instructional design course and focuses on development and implementation of instruction that facilitates adult learning. Learners examine and apply models, strategies, and methods for planning and for implementing instruction. Instructional approaches, engagement strategies, and management of the instructional environment are explored.

AET 535 ................................................................. 3 credits

Assessment and Evaluation in Adult Learning
This course focuses on developing the skills necessary to become effective assessors of adult learners in postsecondary and training environments. It provides the fundamentals of varied classroom assessments and training evaluation models, such as formative and summative tests and authentic assessments. Learners develop assessments and analyze how assessment data is used to improve instruction and learning. Additionally, the purposes, the methods, and the reporting of evaluation for trainers are explored.

EDL 505 ................................................................. 3 credits

Cultural Competency
Culturally responsive teachers facilitate and support learning for all students regardless of their diversities. This course deepens candidates’ understanding of teaching and learning through examination of the diverse make-up of today’s communities, schools, and classrooms. Through personal reflection and identification of theoretically sound and culturally responsive pedagogy, this course prepares the candidate to model, mentor, and lead efforts in creating a school climate that effectively addresses the learning needs of all students.

EDL 531 ................................................................. 3 credits

Mentoring and Coaching
This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem-solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.

Master of Arts in Education/Administration and
Supervision (Nevada)

The following Master of Arts in Education/Administration and Supervision (MAED/ADM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Administration and Supervision program prepares candidates for principal licensure. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative internship is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-adm.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**MAED/ADM Required Course of Study**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ADMIN 500</td>
<td>Orientation to Administration and Supervision</td>
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</tr>
<tr>
<td>COM 516</td>
<td>Professional Communications</td>
<td>1</td>
</tr>
<tr>
<td>ADMIN 518</td>
<td>Leadership and Collaborative Processes</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 570</td>
<td>Equity, Diversity, and Access in Education</td>
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<td>ADMIN 591A</td>
<td>Principal Internship Part I: Instructional Leadership</td>
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<td>ADMIN 560</td>
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<td>ADMIN 591B</td>
<td>Principal Internship Part II: Organizational Management</td>
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<td>ADMIN 575</td>
<td>Family, Community and Media Relations</td>
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<td>EDD 581</td>
<td>Action Research and Evaluation</td>
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<td>ADMIN 565</td>
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<td>ADMIN 591C</td>
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Students must also choose an elective from one of the following:

<table>
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<td>Mentoring and Coaching</td>
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</table>

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the MAEd/ADM**

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- A minimum equivalent of three (3) years post-high school work experience including 18 months of instructional experience in a P-12 setting.
- The teaching or instructional experience must be as a contracted teacher in either a traditional or year-round public or private school.
- Teaching experience is defined as stand-up teaching or facilitation with a pre-school (P)-12 school-age population. The following constitutes teaching experience:
  - Verifiable (contracted) P-12 instructional classroom experience - 40 hours per week.
- Students in Nevada may not use substitute teaching 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 Completion Requirements for the MAED/ADM**

- The completion of a minimum of 38 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of e-portfolio.
- Completion of Field Experience Observation Record.
- Satisfactory completion of any required internship and/or practicum courses with a grade of “B” or better.
- Students must take courses within a sequence specified by course prerequisite requirements.

The diploma awarded for this program will read as: Master of Arts in Education Administration and Supervision.

**Residency Requirements and Course Waivers for the MAED/ADM**

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 32 graduate level credits at the University.
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: ADMIN 591A, ADMIN 591B, ADMIN 591C, COM 516, EDD 581

**Minimum Grade Requirement for the MAED/ADM**

- A candidate must earn a grade of "B" (3.0) or better in the following practicum/internship courses, grades of "B-" are not accepted: ADMIN 591A, ADMIN 591B and ADMIN 591C. Students who earn less than a grade of "B" (3.0) in any of these courses must repeat the course in order to continue in their one credit administrative practicum/internship courses.
- Candidates who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course.
- If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be, scholastically suspended, permanently withdrawn from program.

**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.
- The cut score for residents of Nevada is 146 on the 0411 School Leadership Exam

**Internship Policies for MAED/ADM**

- The Administrative Internship is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the internship. Candidates must follow the guidelines in place at their campus.
- Candidates must take the internship courses concurrently with the internship experience. If a candidate chooses to postpone the internship, he/she must postpone their enrollment in the internship courses.
- Candidates must pass each Administrative Internship course with a grade of "B" or better in order to avoid Scholastic Disqualification.
- Candidates who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.

**Field Experience for MAED/ADM**

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

**Additional Academic Program Re-entry Policy for the MAED/ADM**

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

**Course Descriptions for the MAED/ADM**

**ADMIN 500** ....................................................................................0 credits

**Orientation to Administration and Supervision**

This course is designed to provide an orientation to the primary components of the Master of Arts in Education / Administration and Supervision program. Students will be introduced to the program’s progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.

**COM 516** ....................................................................................1 credit

**Professional Communications**

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and
Leadership and Collaborative Processes
This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.
ADMIN 518 ................................................................. 3 credits

Equity, Diversity, and Access in Education
This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.
ADMIN 570 ................................................................. 3 credits

School Policy and Law for Principals
This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.
ADMIN 524 ................................................................. 3 credits

Supervision of Curriculum, Instruction and Assessment
This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.
ADMIN 591A ............................................................. 1 credit

Principal Internship Part I: Instructional Leadership
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.
ADMIN 529 ................................................................. 3 credits

Administration of Special Programs
This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.
ADMIN 535 ................................................................. 3 credits

Business and Facilities Management
This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates will also participate in field experiences related to business and facilities management.
ADMIN 560 ................................................................. 3 credits

Human Resources Leadership and Management
This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.
ADMIN 591B ............................................................. 1 credit

Principal Internship Part II: Organizational Management
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.
ADMIN 575 ................................................................. 3 credits

Family, Community and Media Relations
This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families, business and community groups, and the media to support a school’s vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs; establishing reciprocal relationships; the use of conflict resolution and decision making tools; and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.

Action Research and Evaluation
This course examines action research and its role in decision-making and in educational practices. Students are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality, and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.

School Improvement Processes
This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.

Administrative Internship Part III: Professional Practice
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing,
leadership, problem solving, organizing, working with the media, and community relations will be addressed.

AET 520 ........................................................................................................3 credits

**Instructional Strategies in Adult Education and Training**

This course builds upon the foundation provided in the instructional design course and focuses on the development and implementation of instruction that facilitates adult learning. Learners examine and apply models, strategies, and methods for planning and for implementing instruction. Instructional approaches, engagement strategies, and management of the instructional environment are explored.

AET 535 ........................................................................................................3 credits

**Assessment and Evaluation in Adult Learning**

This course focuses on developing the skills necessary to become effective assessors of adult learners in postsecondary and training environments. It provides the fundamentals of varied classroom assessments and training evaluation models, such as formative and summative tests and authentic assessments. Learners develop assessments and analyze how assessment data is used to improve instruction and learning. Additionally, the purposes, the methods, and the reporting of evaluation for trainers are explored.

EDL 505 ........................................................................................................3 credits

**Cultural Competency**

Culturally responsive teachers facilitate and support learning for all students regardless of their diversity. This course deepens candidates’ understanding of teaching and learning through examination of the diverse make-up of today’s communities, schools, and classrooms. Through personal reflection and identification of theoretically sound and culturally responsive pedagogy, this course prepares the candidate to model, mentor, and lead efforts in creating a school climate that effectively addresses the learning needs of all students.

EDL 531 ........................................................................................................3 credits

**Mentoring and Coaching**

This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem-solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.

**Master of Arts in Education/Administration and Supervision (Utah)**

The following Master of Arts in Education/Administration and Supervision (MAED/ADM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Administration and Supervision program prepares candidates for principal licensure. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative internship is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-adm.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**MAED/ADM Required Course of Study**

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<td>Orientation to Administration and Supervision</td>
<td>0 credits</td>
</tr>
<tr>
<td>COM 516</td>
<td>Professional Communications</td>
<td>1 credit</td>
</tr>
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<td>ADMIN 518</td>
<td>Leadership and Collaborative Processes</td>
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<td>ADMIN 570</td>
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<td>School Policy and Law for Principals</td>
<td>3 credits</td>
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<td>ADMIN 524</td>
<td>Supervision of Curriculum, Instruction and Assessment</td>
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<td>ADMIN 591A</td>
<td>Principal Internship Part I: Instructional Leadership</td>
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<td>ADMIN 528</td>
<td>Administration of Special Programs</td>
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<td>ADMIN 560</td>
<td>Human Resources Leadership and Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>ADMIN 591B</td>
<td>Principal Internship Part II: Organizational Management</td>
<td>1 credit</td>
</tr>
<tr>
<td>ADMIN 575</td>
<td>Family, Community and Media Relations</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDD 581</td>
<td>Action Research and Evaluation</td>
<td>4 credits</td>
</tr>
<tr>
<td>ADMIN 565</td>
<td>School Improvement Processes</td>
<td>3 credits</td>
</tr>
<tr>
<td>ADMIN 591C</td>
<td>Administrative Internship Part III: Professional Practice</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.
- 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
  - Utah students in the MAED/ADM program can have experience as a licensed school counselor.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Completion Requirements for the MAED/ADM

- Completion of a minimum of 38 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of e-portfolios.
- Completion of Field Experience Observation Record.
- Satisfactory completion of any required internship and/or practicum courses with a grade of "B" or better.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Administration and Supervision

Minimum Grade Requirement for the MAED/ADM

- A candidate must earn a grade of "B" (3.0) or better in the following practicum/internship courses, grades of "B-" are not accepted: ADMIN 591A, ADMIN 591B and ADMIN 591C.
- Students who earn less than a grade of "B" (3.0) in any of these courses must repeat the course in order to continue in their one credit administrative practicum/internship courses.
- Candidates who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course.
- If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be, scholastically suspended, permanently withdrawn from program.

Residency Requirements and Course Waivers for the MAED/ADM

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 32 graduate level credits at the University.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: ADMIN 591A, ADMIN 591B, ADMIN 591C, COM 516, EDD 581

Institutional Recommendation for the MAED/ADM

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for principal certification).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated administrator exam, if required.

Internship Policies for the MAED/ADM

- The Administrative Internship is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the internship. Candidates must follow the guidelines in place at their campus.
- Candidates must take the internship courses concurrently with the internship experience. If a candidate chooses to postpone the internship, he/she must postpone their enrollment in the internship courses.
- Candidates must pass each Administrative Internship course with a grade of "B" or better in order to avoid Scholastic Disqualification.
- Candidates who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.

Field Experience for the MAED/ADM

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be uploaded to the electronic
Additional Academic Program Re-entry Policy for the MAED/ADM

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Course Descriptions for the MAED/ADM

ADMIN 500 .................................................................0 credits
Orientation to Administration and Supervision
This course is designed to provide an orientation to the primary components of the Master of Arts in Education/ Administration and Supervision program. Students will be introduced to the program’s progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.
COM 516 .................................................................1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.
ADMIN 518 .............................................................3 credits
Leadership and Collaborative Processes
This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.
ADMIN 570 .............................................................3 credits
Equity, Diversity, and Access in Education
This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.
ADMIN 555 .............................................................3 credits
School Policy and Law for Principals
This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.
ADMIN 524 .............................................................3 credits
Supervision of Curriculum, Instruction and Assessment
This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, and access, in the context of leadership.
ADMIN 591A ...........................................................1 credit
Principal Internship Part I: Instructional Leadership
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.
ADMIN 528 .............................................................3 credits
Administration of Special Programs
This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.
ADMIN 535 .............................................................3 credits
Business and Facilities Management
This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.
ADMIN 560 .............................................................3 credits
Human Resources Leadership and Management
This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.
ADMIN 591B ...........................................................1 credit
Principal Internship Part II: Organizational Management
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.
ADMIN 575 .............................................................3 credits
Family, Community and Media Relations
This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families,
business and community groups, and the media to support a school's vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs; establishing reciprocal relationships; the use of conflict resolution and decision making tools; and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.

EDD 581 ................................................................. 4 credits

**Action Research and Evaluation**

This course examines action research and its role in decision-making and in educational practices. Students are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality, and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.

ADMIN 565 ................................................................. 3 credits

**School Improvement Processes**

This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.

ADMIN 591C ................................................................. 1 credit

**Administrative Internship Part III: Professional Practice**

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, mentoring and coaching, problem solving, organizing, working with the media, and community relations will be addressed.

AET 520 ................................................................. 3 credits

**Instructional Strategies in Adult Education and Training**

This course builds upon the foundation provided in the instructional design course and focuses on development and implementation of instruction that facilitates adult learning. Learners examine and apply models, strategies, and methods for planning and for implementing instruction. Instructional approaches, engagement strategies, and management of the instructional environment are explored.

AET 535 ................................................................. 3 credits

**Assessment and Evaluation in Adult Learning**

This course focuses on developing the skills necessary to become effective assessors of adult learners in postsecondary and training environments. It provides the fundamentals of varied classroom assessments and training evaluation models, such as formative and summative tests and authentic assessments. Learners develop assessments and analyze how assessment data is used to improve instruction and learning. Additionally, the purposes, the methods, and the reporting of evaluation for trainers are explored.

EDL 505 ........................................................................... 3 credits

**Cultural Competency**

Culturally responsive teachers facilitate and support learning for all students regardless of their diversities. This course deepens candidates' understanding of teaching and learning through examination of the diverse make-up of today's communities, schools, and classrooms. Through personal reflection and identification of theoretically sound and culturally responsive pedagogy, this course prepares the candidate to model, mentor, and lead efforts in creating a school climate that effectively addresses the learning needs of all students.

EDL 531 ........................................................................... 3 credits

**Mentoring and Coaching**

This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem-solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.

**Master of Arts in Education/Administration and Supervision (California)**

The following Master of Arts in Education/Administration and Supervision (MAED/ADM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Administration and Supervision program prepares candidates for principal licensure. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative internship is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-adm.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**MAED/ADM Required Course of Study**

ADMIN 501 ................................................................. 0 credits

Orientation to Administration and Supervision

COM 516 ................................................................. 1 credit

Professional Communications

ADMIN 518 ................................................................. 3 credits

Leadership and Collaborative Processes

ADMIN 570 ................................................................. 3 credits
• Verification of the following:

  • Five (5) years verified full-time teaching experience or services experience in schools in P-12 setting, (substitute or part-time service does not apply).
  • The teaching or services experiences 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 or services experience.*
    * Verifiable (contracted) P-12 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 clear or life California teaching credential requiring a baccalaureate degree and a program of professional preparation, including student teaching
    • A valid clear or life California Designated Subjects Teaching Credential provided the applicant also possesses a baccalaureate degree
    • A valid clear services prerequisite credential, 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.

**Candidacy Status for the MAED/ADM**

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  • Proof of passing score on the CBEST exam.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

**Degree Completion Requirements for the MAED/ADM**

• Completion of a minimum of 38 credits.
• A minimum grade point average (GPA) of 3.0.
• Completion of e-portfolio.
• Completion of Field Experience Observation Record. The Administrative Practicum is a minimum 240-hour placement and cannot be waived. (Each state’s requirement for these hours will vary; candidates must follow the guidelines within their state.)
• Students must meet 30-40 hours of field experience by the end of the MAED/ADM program. These hours are outside of the practicum experience.
• Students must take courses within a sequence specified by course prerequisite requirements.
• The diploma awarded for this program will read as: Master of Arts in Education Administration and Supervision

**Minimum Grade Requirement for the MAED/ADM**

• A candidate must earn a grade of "B" (3.0) or better in the following practicum courses, grades of "B-" are not accepted: ADMIN 594A, ADMIN 594B and ADMIN 594C. Students who earn less than a grade of "B" (3.0) in any of these courses must repeat the course in order to continue in their one credit administrative practicum courses.
• Candidates who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course.

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**Equity, Diversity, and Access in Education**

**ADMIN 535**...3 credits
**School Policy and Law for Principals**

**ADMIN 524**...3 credits
**Supervision of Curriculum, Instruction and Assessment**

**ADMIN 594A**...1 credit
**Administrative Practicum Part I: Instructional Leadership**

**ADMIN 528**...3 credits
**Administration of Special Programs**

**ADMIN 535**...3 credits
**Business and Facilities Management**

**ADMIN 560**...3 credits
**Human Resources Leadership and Management**

**ADMIN 594B**...1 credit
**Administrative Practicum Part II: Organizational Management**

**ADMIN 575**...3 credits
**Family, Community and Media Relations**

**EDD 581**...4 credits
**Action Research and Evaluation**

**ADMIN 565**...3 credits
**School Improvement Processes**

**ADMIN 594C**...1 credit
**Administrative Practicum Part III: Professional Practice**

**Students must also choose an elective from one of the following:**

**AET 520**...3 credits
**Instructional Strategies in Adult Education and Training**

**AET 535**...3 credits
**Assessment and Evaluation in Adult Learning**

**EDL 505**...3 credits
**Cultural Competency**

**EDL 531**...3 credits
**Mentoring and Coaching**

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the MAED/ADM**

All applicants are expected to meet the following admissions requirements:

• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

• Five (5) years verified full-time teaching experience or services experience in schools in P-12 setting, (substitute or part-time service does not apply).

• The teaching or services experiences 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 or services experience.*
  * Verifiable (contracted) P-12 experience - 40 hours per week

• Verification of the following:
  • Having passed or attempted the California Basic Skills Test (CBEST)
  • Current TB test

• Students must meet 30-40 hours of field experience by the end of the MAED/ADM program. These hours are outside of the practicum experience.

• Students must take courses within a sequence specified by course prerequisite requirements.

• The diploma awarded for this program will read as: Master of Arts in Education Administration and Supervision

**Minimum Grade Requirement for the MAED/ADM**

• A candidate must earn a grade of "B" (3.0) or better in the following practicum courses, grades of "B-" are not accepted: ADMIN 594A, ADMIN 594B and ADMIN 594C. Students who earn less than a grade of "B" (3.0) in any of these courses must repeat the course in order to continue in their one credit administrative practicum courses.

• Candidates who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course.
If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be, scholastically suspended, permanently withdrawn from program.

Residency Requirements and Course Waivers for the MAED/ADM

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 32 graduate level credits at the University.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of 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 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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

Verification of employment in an administrative position prior to issuance of a Preliminary Administrative Credential. Those students who do not have an offer of employment in an administrative position may apply for a Certificate of Eligibility to seek employment.

Practicum Policies for the MAED/ADM

- The Administrative Practicum is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the practicum. Candidates must follow the guidelines in place at their campus.
- Candidates must take the practicum courses concurrently with the practicum experience. If a candidate chooses to postpone the practicum, he/she must postpone their enrollment in the practicum courses.
- Candidates must pass each Administrative Practicum course with a grade of "B" or better in order to avoid Scholastic Disqualification.
- Candidates who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.

Field Experience for the MAED/ADM

Beginning with the first course, 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.

Additional Academic Program Re-entry Policy for the MAED/ADM

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since the candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum, in the original program version will be approved.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Course Descriptions for the MAED/ADM

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMIN 594A</td>
<td>Orientation to Administration and Supervision</td>
<td>0 credits</td>
</tr>
<tr>
<td>ADMIN 594B</td>
<td>Professional Communications</td>
<td>1 credit</td>
</tr>
<tr>
<td>ADMIN 594C</td>
<td>Orientation to Administration</td>
<td>0 credits</td>
</tr>
<tr>
<td>COM 516</td>
<td>Professional Communications</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDD 581</td>
<td>Field Experience</td>
<td>0 credits</td>
</tr>
</tbody>
</table>

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.

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and
evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

**ADMIN 518** .......................................................... 3 credits

**Leadership and Collaborative Processes**
This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high-performing teams.

**ADMIN 570** .......................................................... 3 credits

**Equity, Diversity, and Access in Education**
This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

**ADMIN 555** .......................................................... 3 credits

**School Policy and Law for Principals**
This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.

**ADMIN 524** .......................................................... 3 credits

**Supervision of Curriculum, Instruction and Assessment**
This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.

**ADMIN 594A** .......................................................... 1 credit

**Administrative Practicum Part I: Instructional Leadership**
This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning, managing, problem solving, organizing, and budgeting will be addressed.

**ADMIN 528** .......................................................... 3 credits

**Administration of Special Programs**
This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.

**ADMIN 535** .......................................................... 3 credits

**Business and Facilities Management**
This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.

**ADMIN 560** .......................................................... 3 credits

**Human Resources Leadership and Management**
This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.

**ADMIN 594B** .......................................................... 1 credit

**Administrative Practicum Part II: Organizational Management**
This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.

**ADMIN 575** .......................................................... 3 credits

**Family, Community and Media Relations**
This course focuses on the role of the school principal as a catalyst for developing and maintaining collaborations with families, business and community groups, and the media to support a school’s vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs; establishing reciprocal relationships; the use of conflict resolution and decision-making tools; and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.

**EDD 581** .......................................................... 4 credits

**Action Research and Evaluation**
This course examines action research and its role in decision-making and in educational practices. Students are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality, and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.

**ADMIN 565** .......................................................... 3 credits

**School Improvement Processes**
This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.

**ADMIN 594C** .......................................................... 1 credit

**Administrative Practicum Part III: Professional Practice**
This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing,
leadership, problem solving, organizing, working with the media, and community relations will be addressed.

AET 520 ................................................................................. 3 credits

Instructional Strategies in Adult Education and Training
This course builds upon the foundation provided in the instructional design course and focuses on development and implementation of instruction that facilitates adult learning. Learners examine and apply models, strategies, and methods for planning and implementing instruction. Instructional approaches, engagement strategies, and management of the instructional environment are explored.

AET 535 ................................................................................. 3 credits

Assessment and Evaluation in Adult Learning
This course focuses on developing the skills necessary to become effective assessors of adult learners in postsecondary and training environments. It provides the fundamentals of varied classroom assessments and training evaluation models, such as formative and summative tests and authentic assessments. Learners develop assessments and analyze how assessment data is used to improve instruction and learning. Additionally, the purposes, the methods, and the reporting of evaluation for trainers are explored.

EDL 505 ................................................................................. 3 credits

Cultural Competency
Culturally responsive teachers facilitate and support learning for all students regardless of their diversities. This course deepens candidates’ understanding of teaching and learning through examination of the diverse make-up of today’s communities, schools, and classrooms. Through personal reflection and identification of theoretically sound and culturally responsive pedagogy, this course prepares the candidate to model, mentor, and lead efforts in creating a school climate that effectively addresses the learning needs of all students.

EDL 531 ................................................................................. 3 credits

Mentoring and Coaching
This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem-solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.

Master of Arts in Education/Administration and Supervision (Texas)

The following Master of Arts in Education/Administration and Supervision (MAED/ADM) may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Administration and Supervision program prepares candidates for principal licensure. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative internship is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-adm.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

MAED/ADM Required Course of Study

ADMIN 500 ................................................................................. 0 credits
Orientation to Administration and Supervision

COM 516 ................................................................................. 1 credit
Professional Communications

ADMIN 518 ................................................................................. 3 credits
Leadership and Collaborative Processes

ADMIN 570 ................................................................................. 3 credits
Equity, Diversity, and Access in Education

ADMIN 555 ................................................................................. 3 credits
School Policy and Law for Principals

ADMIN 524 ................................................................................. 3 credits
Supervision of Curriculum, Instruction and Assessment

ADMIN 596A ................................................................................. 1 credit
Principal Internship Part I: Instructional Leadership

ADMIN 528 ................................................................................. 3 credits
Principal Internship Part II: Organizational Management

ADMIN 575 ................................................................................. 3 credits
Family, Community and Media Relations

EDD 581 ................................................................................. 4 credits
Action Research and Evaluation

ADMIN 565 ................................................................................. 3 credits
School Improvement Processes

ADMIN 596C ~ ........................................................................ 1 credit
Principal Internship Part III: Professional Practice

Students must also choose an elective from one of the following:

AET 520 ................................................................................. 3 credits
Instructional Strategies in Adult Education and Training

AET 535 ................................................................................. 3 credits
Assessment and Evaluation in Adult Learning

EDL 505 ................................................................................. 3 credits
Cultural Competency

EDL 531 ................................................................................. 3 credits
Mentoring and Coaching

The University reserves the right to modify the required course of study.
Additional Admission Requirements for the MAED/ADM
All applicants are expected to meet the following admissions requirements:
- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- A minimum equivalent of three (3) years post-high school work experience including 18 months of instructional experience in a P-12 setting.
- The teaching or instructional experience must be as a contracted teacher in either a traditional or year-round public or private school.
- Teaching experience is defined as stand-up teaching or facilitation with a pre-school (P)-12 school-age population. The following constitutes teaching experience:
  * Verifiable (contracted) P-12 instructional classroom experience - 40 hours per week.
  * Texas candidates must include a current copy of a teaching certificate and two (2) years of creditable teaching experience as a classroom teacher of record.
- Only students who reside within the state of Texas are eligible to enroll into the MAED Texas program.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/ADM
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  * Successful completion of the Oral Language Proficiency Assessment.
- Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/ADM
- Completion of a minimum of 38 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of e-portfolio.
- Completion of Field Experience Observation Record.
- Candidates must pass their state-mandated administrator exam, if required.
- Satisfactory completion of any required internship and/or practicum courses with a grade of "B" or better.
- 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.
- Students must take courses within a sequence specified by course prerequisite requirements.

The diploma awarded for this program will read as:
Master of Arts in Education Administration and Supervision

Residency Requirements and Course Waivers for the MAED/ADM
The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 32 graduate level credits at the University.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: ADMIN 596A, ADMIN 596B, ADMIN 596C, COM 516, EDD 581

Minimum Grade Requirement for the MAED/ADM
- A candidate must earn a grade of "B" (3.0) or better in the following practicum/internship courses, (grades of "B-" are not accepted): ADMIN 596A, ADMIN 596B, ADMIN 596C. Students who earn less than a grade of "B" (3.0) in any of these courses must repeat the course in order to continue in their one credit administrative practicum/internship courses.
- Candidates who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course.
- If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be, scholastically suspended, permanently withdrawn from program.

Institutional Recommendation for the MAED/ADM
- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for principal certification).
Upon completion, candidates must complete a University of Phoenix 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.

Internship Policies for MAED/ADM

- The Administrative Internship is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the internship. Candidates must follow the guidelines in place at their campus.
- Candidates must take the internship courses concurrently with the internship experience. If a candidate chooses to postpone the internship, he/she must postpone their enrollment in the internship courses.
- Candidates must pass each Administrative Internship course with a grade of “B” or better in order to avoid Scholastic Disqualification.
- Candidates who are removed from a placement at the request of the administrative intern will be withdrawn from class and will be issued a grade of “F” by their faculty member.

Field Experience for MAED/ADM

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

Additional Academic Program Re-entry Policy for the MAED/ADM

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Course Descriptions for the MAED/ADM

ADMIN 500 ................................................................. 0 credits

Orientation to Administration and Supervision

This course is designed to provide an orientation to the primary components of the Master of Arts in Education/ Administration and Supervision program. Students will be introduced to the program’s progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.

COM 516 ............................................................... 1 credit

Professional Communications

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

ADMIN 518 .......................................................... 3 credits

Leadership and Collaborative Processes

This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.

ADMIN 570 .......................................................... 3 credits

Equity, Diversity, and Access in Education

This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

ADMIN 555 .......................................................... 3 credits

School Policy and Law for Principals

This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.

ADMIN 524 .......................................................... 3 credits

Supervision of Curriculum, Instruction and Assessment

This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.

ADMIN 596A .......................................................... 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 and instruction, accountability systems, leadership, problem solving, and organizing will be addressed.

ADMIN 528 .......................................................... 3 credits

Administration of Special Programs

This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to
special programs administration.
ADMIN 535 .................................................................3 credits

**Business and Facilities Management**
This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.
ADMIN 560 .................................................................3 credits

**Human Resources Leadership and Management**
This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.
ADMIN 596B ..........................................................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, leadership, problem solving, organizing, human resource management, personnel evaluation, and budgeting will be addressed.
ADMIN 575 .................................................................3 credits

**Family, Community and Media Relations**
This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families, business and community groups, and the media to support a school’s vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs; establishing reciprocal relationships; the use of conflict resolution and decision making tools; and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.
EDD 581 .................................................................4 credits

**Action Research and Evaluation**
This course examines action research and its role in decision-making and in educational practices. Students are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality, and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.
ADMIN 563 .................................................................3 credits

**School Improvement Processes**
This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.
ADMIN 596C ..............................................................1 credit

**Principals Internship Part III: Professional Practice**
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and family and community relations will be addressed.
AET 520 .................................................................3 credits

**Instructional Strategies in Adult Education and Training**
This course builds upon the foundation provided in the instructional design course and focuses on development and implementation of instruction that facilitates adult learning. Learners examine and apply models, strategies, and methods for planning and for implementing instruction. Instructional approaches, engagement strategies, and management of the instructional environment are explored.
EDL 505 .................................................................3 credits

**Assessment and Evaluation in Adult Learning**
This course focuses on developing the skills necessary to become effective assessors of adult learners in postsecondary and training environments. It provides the fundamentals of varied classroom assessments and training evaluation models, such as formative and summative tests and authentic assessments. Learners develop assessments and analyze how assessment data is used to improve instruction and learning. Additionally, the purposes, the methods, and the reporting of evaluation for trainers are explored.
EDL 531 .................................................................3 credits

**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 makeup 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 532 .................................................................3 credits

**Mentoring and Coaching**
This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.

**Master of Arts in Education/Adult Education and Training**

The following Master of Arts in Education/Adult Education and Training (MAED/AET) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all
states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts/Adult Education and Training (MAED/AET) program is designed for individuals interested in working with adult learners in areas such as corporate training, non-profit and community-based organizations, government, postsecondary education, and human services agencies. Learners develop competencies and expertise necessary to align education and training with strategic objectives and human services foundations across an enterprise with culturally diverse populations. Learners expand their knowledge in andragogical theory, instructional design and strategies, assessment of learning, delivering online learning, management and marketing, and technology integration. In addition, learners engage in practice through collaborative learning, social media, and community-based learning. Graduates will be able to serve adult students, colleagues, industries, and communities as expert educators and trainers.

For more information about our graduation 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 for the MAED/AET

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 520</td>
<td>3 credits</td>
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<tr>
<td>Organizational Communication for Adult Education and Training</td>
<td>3 credits</td>
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<tr>
<td>AET 500</td>
<td>3 credits</td>
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<tr>
<td>Foundations of Adult Learning Theory</td>
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<tr>
<td>AET 508</td>
<td>3 credits</td>
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<tr>
<td>Community-Based Education</td>
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<tr>
<td>CUR 516 ~</td>
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<tr>
<td>Curriculum Theory and Instructional Design</td>
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<tr>
<td>CUR 518 ~</td>
<td>3 credits</td>
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<tr>
<td>Multicultural Strategies for the Adult Learner</td>
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<tr>
<td>CUR 528 ~</td>
<td>3 credits</td>
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<tr>
<td>Assessment of Learning</td>
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<tr>
<td>CUR 532 ~</td>
<td>3 credits</td>
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<tr>
<td>Facilitating Online Learning</td>
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<tr>
<td>AET 552</td>
<td>3 credits</td>
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<tr>
<td>Marketing Adult Education</td>
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<td>AET 560</td>
<td>3 credits</td>
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<tr>
<td>Facilitating Change</td>
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<td>AET 562</td>
<td>3 credits</td>
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<tr>
<td>Social Media for Professional Learning</td>
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<tr>
<td>AET 570 ~</td>
<td>3 credits</td>
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<tr>
<td>Program Development in Adult Education</td>
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</tr>
</tbody>
</table>

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.
- 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

- The completion of a minimum of 34 credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read: 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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following course in the Required Course of Study may not be waived: COM 520

Academic Progression for the MAED/AET

Students must successfully complete COM 520 as the first course in the program

Course Descriptions for the MAED/AET

COM 520 ................................................................. 3 credits
Organizational Communication for Adult Education and Training
In this course, learners apply written and oral communication principles to their roles as trainers and adult educators. Learners
AET 500 Foundations of Adult Learning Theory 3 credits

Learners focus on the principles of adult learning and andragogical theory. In addition, learners address the history of adult learning, the characteristics of adult learners, key adult learning theories, and learning processes and styles. Learners investigate factors that influence adult education and training environments such as motivation, critical thinking skills, and ethics. Additionally, learners review current developments in the field of adult education, training, and workplace learning.

CUR 518 Curriculum Theory and Instructional Design 3 credits

This course provides an overview of community-based programs and services available for adult learners. Learners examine programs designed to enable adults to engage in educational, informational, and enrichment activities for lifelong learning. Learners examine issues, trends, and barriers to success for adult students, including areas such as social and community services, economic issues, and legislative influence. Additionally, learners review special populations of adult learners such as the aging population, adults with disabilities, military veterans, immigrants, refugees, incarcerated adults, and sexual minorities.

CUR 528 Multicultural Strategies for the Adult Learner 3 credits

In this course, learners acquire a rich and deep framework to understand what diversity means in the workplace, in the training and development environment, and in the higher education classroom. Learners explore dimensions of diversity which include race, gender, age, ethnicity, sexual orientation, gender identity and expression, religion, education, and socioeconomic status. Learners acquire an awareness of diversity and understand how to design, deliver, and evaluate training and education programs that are sensitive to the challenges and opportunities that a multicultural context presents.

CUR 532 Assessment of Learning 3 credits

Learners focus on developing the skills necessary to become effective assessors of adult learners in corporate training and in other adult education learning environments. Learners examine the fundamentals of planning, implementing, and analyzing assessments to improve instruction and learning. Additionally, learners explore purposes and methods of evaluation for courses, programs, and training.

Facilitating Online Learning

Learners explore practical strategies for aligning effective principles of instruction with the use of technology in adult learning and training environments. Learners develop the knowledge and skills required for effectively engaging adult learners in distance learning experiences using a variety of web-based course management and information systems. In addition, learners apply and evaluate audio, video, and collaborative technology tools, mobile learning technologies, and corporate online training techniques. Learners discuss essential aspects of learning in online training programs and classrooms such as engagement, time management, reflection, and assessment strategies.

Marketing Adult Education

Learners apply marketing principles to their roles as trainers and adult educators. Learners focus on marketing basics to promote training within an organization and review topics about market research for training, marketing strategies, marketing plans, negotiation skills, advocating for learning, electronic media, and ethical issues in marketing.

CUR 552 Facilitating Change 3 credits

 learners focus on facilitating change by transforming theory into application using effective research-based methods related to global influences of change, change management, and the analysis of human capital. In addition, learners explore various change management strategies and the use of skill sets that include being objective, using analysis, and using active listening when dealing with organizational change. Learners demonstrate an understanding of how to apply skills that are used by effective leaders and trainers to develop and conduct training sessions that lead the change process.

CUR 560 Social Media for Professional Learning 3 credits

Learners are introduced to the use of social media tools and resources that support professional learning in the 21st century. Learners explore a variety of social media tools for individual and collaborative learning, including development of a personal learning network. In addition, learners examine leading responsible social media usage and the future of social media for professional learning.

CUR 570 Program Development in Adult Education 3 credits

Learners examine a leader’s role in developing and managing adult education within an organization. Learners define the organization’s learning needs from a systems perspective, review the leader’s role in management of multicultural training, and understand return on investment methodologies. In addition, learners review topics about networking and partnerships for successful learning, and identifying future trends in training and program development.

The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the
Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-e.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

Orientation, 0 total credits
MTE 507 ................................................................. 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 ................................................................. 1 credit
Professional Communications

Foundations of Education, 2 total credits
MTE 501 ~ ............................................................. 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits
MTE 518 ~ ............................................................. 3 credits
Models, Theories, and Instructional Strategies
MTE 522 ................................................................. 3 credits
Maintaining an Effective Learning Climate for Elementary Settings

Human Development, 2 total credits
MTE 506 ~ ............................................................. 2 credits
Child and Adolescent Development

Assessment, 3 total credits
MTE 562 ~ ............................................................. 3 credits
Assessment and Evaluation

Reading, 4 total credits
RDG 537 ~ ............................................................. 4 credits
Curriculum Constructs & Assessment: Reading and Language Arts

Special Populations, 8 total credits
SEI 503~ ............................................................... 3 credits
Advanced Structured English Immersion Methods
SPE 514 ................................................................. 2 credits
Survey of Special Populations

Elementary Methods and Assessment, 10 total credits
MTE 531 .................................................................. 2 credits
Curriculum Constructs & Assessment: History and Social Science
MTE 533 .................................................................. 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 534 .................................................................. 2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
MTE 537 .................................................................. 2 credits
Curriculum Constructs & Assessment: Physical Education and Health

Student Teaching & Field Experience, 8 total credits
ELM 598 ~ ............................................................. 4 credits
Elementary Student Teaching Part A
ELM 599 ~ ............................................................. 4 credits
Elementary Student Teaching Part B

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Additional Elementary Admission Requirements for Michigan:

- Students enrolled in the MAED/TED-E program and residing in the state of Michigan must provide a transcripted verification of a minimum of 30 semester credit hours in one of the content areas appropriate to elementary education prior to admission to the University.
- Appropriate content areas are:
  - English/Language Arts
  - Math
  - Science
  - Social Studies

Candidacy Status for the MAED/TED-E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.

- Demonstration of basic skills proficiency
- Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

**Degree Completion Requirements for the MAED/TED-E**

- Completion of a minimum of 44 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Elementary Teacher Education

**Academic Progression Requirements for the MAED/TED-E**

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Verification of the completion of 100 hours of field experience.
- Students residing in Iowa must provide verification of the completion of any outstanding credits as indicated in the admissions requirements prior to student teaching. Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

**Minimum Grade Requirements for the MAED/TED-E**

- A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses in order to student teach: ELM 598, ELM 599
- Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

**Residency Requirements and Course Waivers for the MAED/TED-E**

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 507, MTE 518, MTE 522, MTE 533, RDG 537, SPE 514

Arizona residents may waive SEI 500 and/or SEI 503 with an Arizona Department of Education approved SEI course (institution of higher education or approved district workshop) OR verification of one of the following endorsements:

- Arizona Provisional SEI Endorsement (SEI 500)
- Arizona Full SEI Endorsement (SEI 503)
- Arizona English as a Second Language Endorsement
- Arizona Bilingual Endorsement

Approved SEI courses/workshops can be found at [https://www.ade.az.gov/oelas/](https://www.ade.az.gov/oelas/).

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
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<tbody>
<tr>
<td>MAED/TED-E</td>
<td>MTE 501, MTE 506, MTE 518</td>
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<tr>
<td>MAED/TED-S</td>
<td>MTE 501, MTE 506, MTE 518</td>
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<td>MAED/SPE</td>
<td>SPE 578</td>
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<td>MAED/TED-E</td>
<td>MTE 501CA, MTE 506CA, MTE 518CA</td>
</tr>
<tr>
<td>MAED/TED-S</td>
<td>MTE 501, MTE 506, SEC 508CA</td>
</tr>
</tbody>
</table>
Field Experience for the MAED/TED-E
Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 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.

Arizona Teacher candidates enrolled in the MAED/TED-E program will be issued an Elementary certificate in grades 1-8. Teacher candidates in the MAED/TED-E program will not be eligible to student teach in Kindergarten and will not be issued an Institutional Recommendation (IR) as the Arizona Department of Education will no longer recognize Kindergarten experience for certification in Elementary education.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TED-E
- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of school law, state and U.S. Constitution coursework, as required by the state certification agency.

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

Additional Academic Program Re-entry Policy for the MAED/TED-E
Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved. Candidates who have been out of attendance for more than one
year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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 518** ................................................................. 3 credits

**The Art and Science of Teaching**
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

**MTE 501** ................................................................. 2 credits

**Models, Theories, and Instructional Strategies**
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

**MTE 522** ................................................................. 3 credits

**Maintaining an Effective Learning Climate for Elementary Settings**
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

**MTE 506** ................................................................. 2 credits

**Child and Adolescent Development**
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

**MTE 562** ................................................................. 3 credits

**Assessment and Evaluation**
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

**RDG 557** ................................................................. 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 assess-
This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

**MTE 534** ................................................................. 2 credits

**Curriculum Constructs & Assessment: Visual and Performing Arts**

This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

**MTE 537** ................................................................. 2 credits

**Curriculum Constructs & Assessment: Physical Education and Health**

This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on a scope and sequence, and on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course also includes framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas are explored.

**ELM 598** ................................................................. 4 credits

**Elementary Student Teaching Part A**

This course emphasizes the practical application of educational theories and methods including classroom management, grading, and strategies to increase parent communication and/or family and community involvement. In addition, students will receive practical guidance in securing a teaching position, time management, and developing and maintaining relationships with colleagues and parents. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

**MTE 507** ................................................................. 0 credits

**Orientation to Teacher Education**

**Introductory Course, 1 total credit**

**COM 516** ................................................................. 1 credits

**Professional Communications**

**Foundations of Education, 2 total credits**

**MTE 501** ................................................................. 2 credits

**The Art and Science of Teaching**

**Educational Theories and Models, 6 total credits**

**SEC 508** ................................................................. 3 credits

Models, Theories and Strategies for Secondary Education

**MTE 523** ................................................................. 3 credits

Maintaining an Effective Learning Climate

**Human Development, 2 total credits**

**MTE 506** ................................................................. 2 credits
University of Phoenix, 2013-2014

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

Secondary Methods, 3 total credits
- MTE 599 ................................................................. 3 credits
- Curriculum Constructs and Assessment: Secondary Methods
- SEI 500 ................................................................. 3 credits

Structured English Immersion
- Secondary Elective, 3 total credits
- SEI 503 ................................................................. 3 credits

Advanced Structured English Immersion Methods

Special Populations, 2 total credits
- SPE 514 ................................................................. 2 credits

Survey of Special Populations

Student Teaching & Field Experience, 8 total credits
- SEC 598 ................................................................. 4 credits

Secondary Student Teaching Part A
- SEC 599 ................................................................. 4 credits

Secondary Student Teaching Part B

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/TED-S

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify the equivalent undergraduate degree earned at a recognized foreign institution.

- 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 applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Additional Secondary Admission Requirements for Michigan:

- Students enrolled in the MAED/TED-S program and residing in the state of Michigan must provide a transcripted verification of a minimum of 30 semester credit hours in their secondary content area prior to admission to the University.

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 entered in IS3 and the student's eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TED-S

- Completion of a minimum of 36 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Secondary Teacher Education

Academic Progression Requirements for the MAED/TED-S

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Verification of the completion of 100 hours of field experience.
- Students residing in Iowa must provide verification of the completion of any outstanding credits as indicated in the admissions requirements prior to student teaching.

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-S

- A candidate must earn a grade of "B" (grades of "I" or "B-" are not accepted) or better in the following courses in order to student teach: SEC 598, SEC 599
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/TED-S
• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
• Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
• Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of school law, state and U.S. Constitution coursework, as required by the state certification agency.

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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 559, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514

Arizona residents may waive SEI 500 and/or SEI 503 with an Arizona Department of Education approved SEI course (institution of higher education or approved district workshop) OR verification of one of the following endorsements:
• Arizona Provisional SEI Endorsement (SEI 500)
• Arizona Full SEI Endorsement (SEI 503)
• Arizona English as a Second Language Endorsement
• Arizona Bilingual Endorsement

Approved SEI courses/workshops can be found at https://www.ade.az.gov/oelas/.

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501 MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
</tr>
</tbody>
</table>

Field Experience for the MAED/TED-S

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-S

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

• Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
• Student teaching can only be repeated one time.
• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
• Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
• Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
• Candidates in the MAED/TED program may not student teach in special education.
• MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
• Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
• Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

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

Additional Academic Program Re-entry Policy for the MAED/TED-S
Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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 introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.
SEC 508.............................................................................................................3 credits
Models, Theories and Strategies for Secondary Education
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
MTE 523 .............................................................................................................3 credits
Maintaining an Effective Learning Climate
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 506 .............................................................................................................2 credits
Child and Adolescent Development
This course explores the range of issues related to student development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.
MTE 562 .............................................................................................................3 credits
Assessment and Evaluation
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of
classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored. RDG 542 ................................................................. 3 credits

Curriculum Constructs & Assessment: Reading Methods for Secondary Settings
This course focuses on the most current research, theory, and methods of teaching literacy, in particular, reading, writing, and technological literacy, in the content areas at the secondary level. Various institutional and assessment techniques are modeled. A practical application project, based on work with a student in a 7th-12th grade setting, is incorporated into the course requirements. MTE 599 ................................................................. 3 credits

Curriculum Constructs and Assessment: Secondary Methods
This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored. This course provides students with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies. SEI 500 ................................................................. 3 credits

Structured English Immersion
This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English. SEI 503 ................................................................. 3 credits

Advanced Structured English Immersion Methods
This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona’s Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course. SPE 514 ................................................................. 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. SEC 598 ................................................................. 4 credits

Secondary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences. SEC 599 ................................................................. 4 credits

Secondary Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

Master of Arts in Education/Elementary Teacher Education (Colorado)

The following Master of Arts in Education (MAEd)/Elementary Teacher Education program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-e.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Courses Selections Orientations, 0 total credits
MTE 507 ................................................................. 0 credits
Orientation to Teacher Education

**Introductory Course, 1 total credit**

- COM 516 ................................................................. 1 credit
- Professional Communications

**Foundations of Education, 2 total credits**

- MTE 501 ~ .............................................................. 2 credits
- The Art and Science of Teaching

**Educational Theories and Models, 6 total credits**

- MTE 518 ~ ........................................................................... 3 credits
- Models, Theories and Instructional Strategies
- MTE 522............................................................................. 3 credits
- Maintaining an Effective Learning Climate for Elementary Settings

**Human Development, 2 total credits**

- MTE 506 ~ ............................................................................. 2 credits
- Child and Adolescent Development

**Assessment, 3 total credits**

- MTE 562 ~ ............................................................................. 3 credits
- Assessment and Evaluation

**Reading, 7 total credits**

- RDG 500 ........................................................................... 3 credits
- Scientifically Based Reading Instruction
- RDG 537 ~ ........................................................................... 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 533............................................................................. 4 credits
- Curriculum Constructs & Assessment: Science and Mathematics
- MTE 534............................................................................. 2 credits
- Curriculum Constructs & Assessment: Visual and Performing Arts
- MTE 537............................................................................. 2 credits
- Curriculum Constructs & Assessment: Physical Education and Health

**Student Teaching, 8 total credits**

- ELM 598 ~ ........................................................................... 4 credits
- Elementary Student Teaching Part A
- ELM 599 ~ ........................................................................... 4 credits
- Elementary Student Teaching Part B

The University reserves the right to modify the Required Course of Study.

**Additional Admission Requirements for the MAED/TED-E**

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Majors: Colorado State Department of Education guidelines determine specific major requirements. Students will need a major in one of the multi-disciplinary areas listed below:
  - Liberal Arts
  - Humanities
  - Sciences
  - Mathematics
  - Social Sciences
  - Business*
  - Health*
  - Information Technology*

Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. 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 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 entered in IS3 and the student’s eXp file.
  - Demonstration of basic skills proficiency.
  - Verification of fingerprint clearance.
  - Immunization or TB test results (district specific).
  - Content knowledge mastery prior to student teaching.
  - Verification of the completion of 200 hours of field experience

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

**Academic Progression Requirements for the MAED/TED-E**

Candidates must provide verification of the following prior to beginning their student teaching experience:

- Immunization or TB test results (district specific).
- Content knowledge mastery prior to student teaching.
- Verification of the completion of 200 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

**Minimum Grade Requirements for the MAED/TED-E**

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: ELM 598, ELM 599
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Degree Completion Requirements for the MAED/TED-E
• Completion of a minimum of 44 credits.
• A minimum grade point average (GPA) of 3.0.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• Completion of Field Experience Observation Record (200 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
• Completion of e-portfolio.
• In order to receive an institutional recommendation and/or state certification, candidates must 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: Master of Arts in Education Elementary Teacher Education

Institutional Recommendation for the MAED/TED-E
• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).
• Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
• Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of state and U.S. Constitution 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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 507, MTE 518, MTE 522, MTE 533, RDG 537, SPE 514

• Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

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<tr>
<th>Program</th>
<th>Courses Waived</th>
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<tbody>
<tr>
<td>MAED/TED-E</td>
<td>MTE 501, MTE 506, MTE 518</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 200 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Formal field experience evaluations are required during the program (including observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-E

• Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
• Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
• Student teaching can only be repeated one time.
• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
• Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
• Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
• Candidates in the MAED/TED program may not student teach in special education.
• MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Additional Academic Program Re-entry Policy for the MAED/TED-E
Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved. Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.
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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Course Descriptions for the MAED/TED-E
MTE 507 .................................................................................. 0 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
COM 516 ............................................................................... 1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.
MTE 501 .................................................................................. 2 credits
The Art and Science of Teaching
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.
MTE 518 .................................................................................. 3 credits
Models, Theories, and Instructional Strategies
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
MTE 522 .................................................................................. 3 credits
Maintaining an Effective Learning Climate for Elementary Settings
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 506 .................................................................................. 2 credits
Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.
MTE 562 .................................................................................. 3 credits
Assessment and Evaluation
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.
RDG 500 .................................................................................. 3 credits
Scientifically Based Reading Instruction
This course focuses on scientifically based research as the founda-
This course focuses on the pedagogy and assessment strategies which are designed to yield accurate information on student progress, and current policies and practices are examined.

MTE 531 ................................................................................... 2 credits

Instruction and Assessment of English Language Learners

This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

SPE 514 ..................................................................................... 2 credits

Survey of Special Populations

This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

MTE 531 ................................................................................... 2 credits

Curriculum Constructs & Assessment: History and Social Science

This course defines and provides a context for teaching and assessing K-8 students in the area of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.

MTE 533 ................................................................................... 4 credits

Curriculum Constructs & Assessment: Science and Mathematics

This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 534 ................................................................................... 2 credits

Curriculum Constructs & Assessment: Visual and Performing Arts

This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

MTE 537 ................................................................................... 2 credits

Curriculum Constructs & Assessment: Physical Education and Health

This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on scope, sequence, and state and national standards. This course will include framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course will also include framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas will be explored.

ELM 598 ................................................................................... 4 credits

Elementary Student Teaching Part A

This course emphasizes the practical application of educational theories and methods including classroom management, grading, and strategies to increase parent communication and/or family and community involvement. In addition, students will receive practical guidance in securing a teaching position. 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 classroom experiences.

ELM 599 ................................................................................... 4 credits

Elementary Student Teaching Part B

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

Master of Arts in Education/Secondary Teacher Education (Colorado)

The following Master of Arts in Education (MAEd)/Secondary Teacher Education program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candi-
dates for teacher licensure. The guiding philosophy of the MAED/TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow him to become a competent and effective educator. This program focuses on secondary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 200 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-s.

Courses requiring prerequisites are identified by a * symbol following the course number.

**Program Category Requirements and Courses Selections**

**Orientation, 0 total credits**
- MTE 507 ....................................................................................0 credits Orientation to Teacher Education

**Introductory Course, 1 total credit**
- COM 516 ...................................................................................1 credit Professional Communications

**Foundations of Education, 2 total credits**
- MTE 501 ...................................................................................2 credits The Art and Science of Teaching

**Educational Theories and Models, 6 total credits**
- SEC 508 ~ ..................................................................................3 credits Models, Theories and Strategies for Secondary Education
- MTE 523 ...................................................................................3 credits Maintaining an Effective Learning Climate

**Human Development, 2 total credits**
- MTE 506 ...................................................................................2 credits Child and Adolescent Development

**Assessment, 3 total credits**
- MTE 562 .....................................................................................3 credits Assessment and Evaluation

**Secondary Reading, 6 total credits**
- RDG 500 .....................................................................................3 credits Scientifically Based Reading Instruction
- RDG 542 .....................................................................................3 credits Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

**Special Populations, 5 total credits**
- MTE 553 .....................................................................................3 credits Instruction and Assessment of English Language Learners
- SPE 514 .....................................................................................2 credits Survey of Special Populations

**Secondary Methods and Assessment, 3 total credits**

*Students must choose one of the following courses:*
- MTE 564 .....................................................................................3 credits Curriculum Constructs and Assessment: Secondary Math
- MTE 566 .....................................................................................3 credits Curriculum Constructs & Assessment: Secondary English/Language Arts
- MTE 567 .....................................................................................3 credits Curriculum Constructs & Assessment: Secondary History/Social Science
- MTE 569 .....................................................................................3 credits Curriculum Constructs and Assessment: Secondary Science
- MTE 580 .....................................................................................3 credits Curriculum Constructs and Assessment: Secondary Business & Marketing

**Student Teaching, 8 total credits**
- SEC 598 ~ ..................................................................................4 credits Secondary Student Teaching Part A
- SEC 599 ~ ..................................................................................4 credits Secondary Student Teaching Part B

The University reserves the right to modify the Required Course of Study.

**Additional Admission Requirements for the MAED/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.
- Majors: Colorado State Department of Education guidelines determine specific major requirements. Candidates for the Secondary Teacher Education program must have a major in one of the following areas:
  - Business
  - Information Technology
  - English/Language Arts
  - Mathematics
  - Science
  - Social Studies/History/Political Science
- 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 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 entered in IS3 and the student's eXp file.
• Demonstration of basic skills proficiency.
• Verification of fingerprint clearance.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

**Academic Progression Requirements for the MAED/TED-S**

Candidates must provide verification of the following prior to beginning their student teaching experience:
• Immunization or TB test results (district specific).
• Content knowledge mastery prior to student teaching.
• Verification of the completion of 200 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

**Minimum Grade Requirements for the MAED/TED-S**

• A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: SEC 598, SEC 599
• Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

**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 (200 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
• Completion of e-portfolio.
• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
• The diploma awarded for this program will read as: 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 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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 564, MTE 566, MTE 567, MTE 569, MTE 580, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

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<td>MTE 501, MTE 506, MTE 518</td>
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<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
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</table>
Field Experience for the MAED/TED-S

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 200 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Formal field experience evaluations are required during the program (including observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-S

- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g., 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Additional Academic Program Re-entry Policy for the MAED/TED-S

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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.

SEC 508 ..................................................................................... 3 credits

Models, Theories and Strategies for Secondary Education

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 523 ..................................................................................... 3 credits

Maintaining an Effective Learning Climate

This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse
Curriculum Constructs & Assessment: Reading Methods for Instruction and Assessment of English Language Learners

Scientifically Based Reading Instruction
This course focuses on scientifically based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of No Child Left Behind and state reading/language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children's performance in reading and in the language arts are also emphasized.

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.

Management and Record Keeping
This course focuses on the most current research, theory, and methods and implementation models, and assessment of linguistically diverse K-12 students. 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.

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.

Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

Assessment and Evaluation
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including 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.

Management and Record Keeping
This course focuses on the most current research, theory, and methods and implementation models, and assessment of linguistically diverse K-12 students. 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.

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.

Management and Record Keeping
This course focuses on the most current research, theory, and methods and implementation models, and assessment of linguistically diverse K-12 students. 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.

Curriculum Constructs and Assessment: Secondary Business & Language Arts

Curriculum Constructs and Assessment: Secondary English/Language Arts

Curriculum Constructs and Assessment: Secondary History/Social Science

Curriculum Constructs and Assessment: Secondary Math

Curriculum Constructs and Assessment: Secondary Science

Curriculum Constructs and Assessment: Secondary Business & Marketing

This course focuses on instruction and assessment strategies to provide secondary students background and knowledge in busi-
ness/marketing content and careers, employment and workplace skills, applied academics, and leadership skills through participation in career and technical student organizations (CTSOs). This course will provide teacher candidates the opportunity to develop the ability to evaluate and use appropriate instructional methods, curricular materials and resources, and assessment strategies.

SEC 598 .....................................................................................4 credits

Secondary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SEC 599 .....................................................................................4 credits

Secondary Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

Master of Arts in Education/Elementary Teacher Education (New Mexico)

The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-e.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

Orientation, 0 total credits
MTE 507 .....................................................................................0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 .....................................................................................1 credit
Professional Communications

Foundations of Education, 2 total credits
MTE 501 ~ .....................................................................................2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits
MTE 518 ~ .....................................................................................3 credits
Models, Theories, and Instructional Strategies
MTE 522 .....................................................................................3 credits
Maintaining an Effective Learning Climate for Elementary Settings

Human Development, 2 total credits
MTE 506 ~ .....................................................................................2 credits
Child and Adolescent Development

Assessment, 3 total credits
MTE 562 ~ .....................................................................................3 credits
Assessment and Evaluation

Reading, 6 total credits
RDG 537 ~ .....................................................................................4 credits
Curriculum Constructs & Assessment: Reading and Language Arts
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 533 .....................................................................................4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 534 .....................................................................................2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
MTE 537 .....................................................................................2 credits
Curriculum Constructs & Assessment: Physical Education and Health

Student Teaching & Field Experience, 8 total credits
ELM 598 ~ .....................................................................................4 credits
Elementary Student Teaching Part A
ELM 599 ~ .....................................................................................4 credits
Elementary Student Teaching Part B
The University reserves the right to modify the required course of Study.

Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:
• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

**Candidate Status for the MAED/TED-E**

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  • Demonstration of basic skills proficiency
  • Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

**Degree Completion Requirements for the MAED/TED-E**

• Completion of a minimum of 43 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: Master of Arts in Education Elementary Teacher Education

**Academic Progression Requirements for the MAED/TED-E**

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
• Immunization or TB test results (District specific)
• Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
• Verification of the completion of 100 hours of field experience. Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

**Minimum Grade Requirements for the MAED/TED-E**

• A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses in order to student teach: ELM 598, ELM 599
• Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

**Residency Requirements and Course Waivers for the MAED/TED-E**

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 507, MTE 518, MTE 522, MTE 533, RDG 537, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these
Courses Waived

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<tr>
<td>MAED/SPE</td>
<td>SPE 578</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 for the content knowledge exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TED-E

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

Additional Academic Program Re-entry Policy for the MAED/TED-E

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.
Course Descriptions for the MAED/TED-E

MTE 507 ................................................................. 0 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
COM 516 .............................................................. 1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

MTE 501 ................................................................. 2 credits
The Art and Science of Teaching
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

MTE 518 ................................................................. 3 credits
Models, Theories, and Instructional Strategies
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 522 ................................................................. 3 credits
Maintaining an Effective Learning Climate for Elementary Settings
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 506 ................................................................. 2 credits
Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 562 ................................................................. 3 credits
Assessment and Evaluation
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

RDG 537 ................................................................. 4 credits
Curriculum Constructs and Assessment: Reading and Language Arts
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

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 533 ................................................................. 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learn-
ers of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 534 ...................................................................................2 credits

Curriculum Constructs & Assessment: Visual and Performing Arts
This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

MTE 537 ...................................................................................2 credits

Curriculum Constructs & Assessment: Physical Education and Health
This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on a scope and sequence, and on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course also includes framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas are explored.

ELM 598...................................................................................4 credits

Elementary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods including classroom management, grading, and strategies to increase parent communication and/or family and community involvement. In addition, students will receive practical guidance in securing a teaching position, time management, and developing and maintaining relationships with colleagues and parents. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.

ELM 599...................................................................................4 credits

Elementary Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving on student teaching classroom experiences.

Master of Arts in Education/Secondary Teacher Education (New Mexico)

The following Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that 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 credit
Professional Communications

Foundations of Education, 2 total credits
MTE 501 ~ ...................................................................................2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits
SEC 508 ~ ...................................................................................3 credits
Models, Theories and Strategies for Secondary Education
MTE 523 ...................................................................................3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits
MTE 506 ~ ...................................................................................2 credits
Child and Adolescent Development

Assessment, 3 total credits
MTE 562 ~ ...................................................................................3 credits
Assessment and Evaluation

Secondary Reading, 3 total credits
RDG 542 ~ ...................................................................................3 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

Special Populations, 5 total credits
MTE 553 ...................................................................................3 credits
Instruction and Assessment of English Language Learners
SPE 514 ...................................................................................2 credits
Survey of Special Populations
Secondary Methods and Assessment, 3 total credits
MTE 559 ................................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Methods
Secondary Elective, 3 total credits
MTE 556 ................................................................. 3 credits
Curriculum Constructs & Assessment: Distance Education Methods for Secondary Schools
MTE 557 ................................................................. 3 credits
Language Development for Secondary Settings
MAT 504 ............................................................... 3 credits
Adolescent Psychology
MAT 538 ................................................................. 3 credits
Middle School Foundations and Philosophy
CMP 521 ................................................................. 3 credits
Using Computers in Education
Student Teaching & Field Experience, 8 total credits
SEC 598 ~ ................................................................. 4 credits
Secondary Student Teaching Part A
SEC 599 ~ ................................................................. 4 credits
Secondary Student Teaching Part B
The University reserves the right to modify the Required Course of Study.
Additional Admission Requirements for the MAED/TED-S
All applicants are expected to meet the following admissions requirements:
• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/TED-S
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  • Demonstration of basic skills proficiency
  • Verification of fingerprint clearance

Minimum Grade Requirements for the MAED/TED-S
Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.
Degree Completion Requirements for the MAED/TED-S
• Completion of a minimum of 36 credits.
• A minimum grade point average (GPA) of 3.0.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• Completion of 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: Master of Arts in Education Secondary Teacher Education

Academic Progression Requirements for the MAED/TED-S
Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
• Immunization or TB test results (District specific)
• Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
• Verification of the completion of 100 hours of field experience. Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-S
• A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses in order to student teach: SEC 598, SEC 599
• Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MAED/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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

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<td>MAED/TED-E &amp; S</td>
<td>MTE 501, MTE 506, MTE 518</td>
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Field Experience for the MAED/TED-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.

Out of state Student Teaching for the MAED/TED-S

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TED-S

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

**Additional Academic Program Re-entry Policy for the MAED/TED-S**

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

**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.

**SEC 508 ................................................................. 3 credits**

**Models, Theories and Strategies for Secondary Education**

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

**MTE 523 ................................................................. 3 credits**

**Maintaining an Effective Learning Climate**

This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

**MTE 506 .......................................................................................... 2 credits**

**Child and Adolescent Development**

This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, psychological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

**MTE 562 .......................................................................................... 3 credits**

**Assessment and Evaluation**

This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including standardized, formative and summative, traditional, and performance classroom assessments. Learners focus on using a variety of assessment tools and construct objective and performance assessments. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

**RDG 542 .......................................................................................... 3 credits**

**Curriculum Constructs & Assessment: Reading Methods for Secondary Settings**

This course focuses on the most current research, theory, and methods of teaching literacy, in particular, reading, writing, and technological literacy, in the content areas at the secondary level. Various instructional and assessment techniques are modeled. A practical application project, based on work with a student in a 7th-12th grade setting, is incorporated into the course requirements.

**MTE 553 .......................................................................................... 3 credits**

**Instruction and Assessment of English Language Learners**

This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multietnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

**SPE 514 .......................................................................................... 2 credits**

**Survey of Special Populations**

This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

**MTE 559 .......................................................................................... 3 credits**
Curriculum Constructs and Assessment: Secondary Methods
This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored. This course provides students with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.

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 ........................................................................................... 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.

SEC 598 ........................................................................................... 4 credits

Secondary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SEC 599 ........................................................................................... 4 credits

Secondary Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

Master of Arts in Education/Elementary Teacher Education (Hawaii)

The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-e.

Courses requiring prerequisites are identified by a ~ symbol following the course number.
Program Category Requirements and Course Selections

Orientation, 0 total credits
MTE 507 ................................................................. 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 ............................................................... 1 credit
Professional Communications

Foundations of Education, 2 total credits
MTE 501 ................................................................. 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits
MTE 518 ................................................................. 3 credits
Models, Theories, and Instructional Strategies
MTE 522 ................................................................. 3 credits
Maintaining an Effective Learning Climate for Elementary Settings

Human Development, 2 total credits
MTE 506 ................................................................. 2 credits
Child and Adolescent Development

Assessment, 3 total credits
MTE 562 ................................................................. 3 credits
Assessment and Evaluation

Reading, 4 total credits
RDG 537 ............................................................... 4 credits
Curriculum Constructs & Assessment: Reading and Language Arts

Special Populations, 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 533 ................................................................. 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 534 ................................................................. 2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
MTE 537 ................................................................. 2 credits
Curriculum Constructs & Assessment: Physical Education and Health

Student Teaching & Field Experience, 8 total credits
ELM 598 ............................................................... 4 credits
Elementary Student Teaching Part A
ELM 599 ............................................................... 4 credits
Elementary Student Teaching Part B
The University reserves the right to modify the Required Course of Study.

Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/TED-E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.

- Demonstration of basic skills proficiency
- Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TED-E

- Completion of a minimum of 41 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as: Master of Arts in Education
- Elementary Teacher Education

Academic Progression Requirements for the MAED/TED-E

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
• Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
• Verification of the completion of 100 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-E

• A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses in order to student teach: ELM 598 and ELM 599.
• Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating / Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/TED-E

• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
• Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
• Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of state and U.S. Constitution 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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assess-

ment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 507, MTE 518, MTE 522, MTE 533, RDG 537, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

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<th>Program</th>
<th>Courses Waived</th>
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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.

Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.

Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.

Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Candidates attending the Online campus who live in Hawaii, must transfer to the Hawaii ground campus for their student teaching experience and student teaching seminars. These courses will allow students to complete their MAED/TED program and earn a Hawaii credential. This policy applies to candidates in the following programs: MAED/TED-E, MAED/TED-S (English, social studies, math, or science concentrations).

MAED/TED-S candidates living in Hawaii who attend the Online campus and are pursuing a content area outside of the four areas noted above must meet the Arizona requirements, including AEPA exams or comparable content and professional knowledge examinations from another state or agency taken within the past 7 years and Arizona fingerprinting requirements, in order to complete the Arizona approved program and be eligible for Institutional Recommendation.

Additional Academic Program Re-entry Policy for the MAED/TED-E

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Course Descriptions for MAED/TED-E

MTE 507 ................................................................................... 0 credits
Orientation to Teacher Education

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

COM 516 .................................................................................... 1 credit
Professional Communications

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

MTE 501 ................................................................................... 2 credits
The Art and Science of Teaching

This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

MTE 518 ................................................................................... 3 credits
Models, Theories, and Instructional Strategies

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 522 ................................................................................... 3 credits
Maintaining an Effective Learning Climate for Elementary Settings

This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 506 ................................................................................... 2 credits
Child and Adolescent Development

This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.
MTE 562 ...................................................................................3 credits
Assessment and Evaluation
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

RDG 537 ...................................................................................4 credits
Curriculum Constructs and Assessment: Reading and Language Arts
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

MTE 553 ...................................................................................3 credits
Instruction and Assessment of English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

SPE 514 ...................................................................................2 credits
Survey of Special Populations
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

MTE 531 ...................................................................................2 credits
Curriculum Constructs & Assessment: History and Social Science
This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.

MTE 533 ...................................................................................4 credits
Curriculum Constructs & Assessment: Science and Mathematics
This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 534 ...................................................................................2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

MTE 537 ...................................................................................2 credits
Curriculum Constructs & Assessment: Physical Education and Health
This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on a scope and sequence, and on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course also includes framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas are explored.

ELM 598 ...................................................................................4 credits
Elementary Student Teaching Part A
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This course also provides a forum for open discussion and problem solving based on classroom experiences.

ELM 599 ...................................................................................4 credits
Elementary Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

Master of Arts in Education/Secondary Teacher Education (Hawaii)

The following Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candi-
Program Category Requirements and Course Selections

Orientation, 0 total credits
MTE 507 Orientation to Teacher Education 0 credits

Introductory Course, 1 total credit
COM 516 Professional Communications 1 credit

Foundations of Education, 2 total credits
MTE 501 The Art and Science of Teaching 2 credits

Educational Theories and Models, 6 total credits
SEC 508 Models, Theories and Instructional Strategies for Secondary Education 3 credits
MTE 523 Maintaining an Effective Learning Climate 3 credits

Human Development, 2 total credits
MTE 506 Child and Adolescent Development 2 credits

Assessment, 3 total credits
MTE 562 Assessment and Evaluation 3 credits

Secondary Reading, 3 total credits
RDG 542 Curriculum Constructs & Assessment: Reading Methods for Secondary Settings 3 credits

Special Populations, 5 total credits
MTE 553 Instruction and Assessment of English Language Learners 3 credits
SPE 514 Survey of Special Populations 2 credits

Secondary Methods and Assessment, 3 total credits
MTE 564 Secondary Methods and Assessment 3 credits

Curriculum Constructs and Assessment: Secondary Math
MTE 566 ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary English/Language Arts
MTE 567 ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary History/Social Science
MTE 569 ................................................................. 3 credits

Secondary Elective, 3 total credits
MTE 556 ................................................................. 3 credits
Curriculum Constructs & Assessment: Distance Education Methods for Secondary Schools
MTE 557 ................................................................. 3 credits
Language Development for Secondary Settings
MAT 504 ................................................................. 3 credits
Adolescent Psychology
MAT 538 ................................................................. 3 credits
Middle School Foundations and Philosophy
CMP 521 ................................................................. 3 credits

Using Computers in Education

Student Teaching & Field Experience, 8 total credits
SEC 598 Student Teaching Part A 4 credits
SEC 599 Student Teaching Part B 4 credits

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.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/TED-S

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed at 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 entered in IS3 and the student’s eXp file.
• Demonstration of basic skills proficiency
• Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Requirements for the MAED/TED-S

• Completion of a minimum of 36 credits.
• A minimum grade point average (GPA) of 3.0.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• Completion of Field Experience Observation Record (100 hours).
• To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
• Completion of e-portfolio.
• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
• The diploma awarded for this program will read as:
  Master of Arts in Education
  Secondary Teacher Education

Academic Progression Requirements for the MAED/TED-S

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
• Immunization or TB test results (District specific)
• Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
• Verification of the completion of 100 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-S

• A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses in order to student teach: SEC 598 and SEC 599.
• Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

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 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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 564, MTE 566, MTE 567, MTE 569, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Program; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
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<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501 MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
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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
Candidates must take Student Teaching Part A & B concurrently.

Student Teaching for the MAED/TED-S

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement. Candidates attending the Online campus who live in Hawaii, must transfer to the Hawaii ground campus for their student teaching experience and student teaching seminars. These courses will allow students to complete their MAED/TED program and earn a Hawaii credential. This policy applies to candidates in the following programs: MAED/TED-E, MAED/TED-S (English, social studies, math, or science concentrations).
- MAED/TED-S candidates living in Hawaii who attend the Online campus and are pursuing a content area outside of the four areas noted above must meet the Arizona requirements, including AEPA exams or comparable content and professional knowledge examinations from another state or agency taken within the past 7 years and Arizona fingerprinting requirements, in order to complete the Arizona approved program and be eligible for Institutional Recommendation.

Additional Academic Program Re-entry Policy for the MAED/TED-S

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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.

SEC 508..............................................................................................3 credits

Models, Theories and Strategies for Secondary Education
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 523 ..............................................................................................3 credits

Maintaining an Effective Learning Climate
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 506..............................................................................................2 credits

Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 562 ..............................................................................................3 credits

Assessment and Evaluation
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

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 institutional and assessment techniques are modeled. A practical application project, based on work with a student in a 7th-12th grade setting, is incorporated into the course requirements.

MTE 553 ..............................................................................................3 credits

Instruction and Assessment of English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multi-ethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

MTE 564 ..............................................................................................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 566 ..............................................................................................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 567 ..............................................................................................3 credits

Curriculum Constructs & Assessment: Secondary English/Language Arts
This course explores the application of basic instructional methods to the content area of English/language arts in middle level and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 569 ..............................................................................................3 credits

Curriculum Constructs and Assessment: Secondary History/Social Science
This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 569 ..............................................................................................3 credits
Curriculum Constructs and Assessment: Distance Education

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 556 ................................................................................... 3 credits

Language Development for Secondary Settings

This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.

MAT 504 ................................................................................... 3 credits

Adolescent Psychology

This course provides an overview of adolescent development, including the biological, cognitive, and social changes during the period between childhood and adulthood. The psychosocial development period is explored, and current trends and methods of teaching and learning in a middle school are examined and practiced. Previous course description: This course covers adolescent psychology from a historical perspective to present day societal influences and pressures. Current trends and methods of learning in adolescent education will also be covered.

MAT 598 ................................................................................... 3 credits

Middle School Foundations and Philosophy

This course examines middle level education. It evaluates the structure of middle schools and their characteristics, including curriculum, instruction, and learning in middle level education. It also addresses issues such as managing the middle level environment. Students in this course will demonstrate knowledge through application, analysis, and observation of middle level environments.

MAT 597 ................................................................................... 3 credits

Using Computers in Education

This course will examine how emerging technology can affect the classroom teacher, school administrator, school board member, students, and parents. Students will explore how technology has impacted curriculum, instructional design, and educational standards. Equity issues and the consequences to students who lack technological skills and knowledge will be the focal point of discussion. Students will get hands-on, interactive experience using a variety of media and technologies to prepare teaching materials, develop curriculum, and deliver instruction.

MTE 556 ................................................................................... 3 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 598 ................................................................................... 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 (Indiana)

The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-e.

Courses requiring prerequisites are identified by a ~ symbol fol-
Additional Admission Requirements for the MAED/TED-E

- Survey of Special Populations
  - SPE 514 ................................................................. 2 credits
- Instruction and Assessment of English Language Learners
  - MTE 553 .................................................................................... 3 credits

Curriculum Constructs & Assessment: Physical Education and Health
- MTE 537 ................................................................................... 2 credits

Curriculum Constructs & Assessment: Visual and Performing Arts
- MTE 534.................................................................................... 2 credits

Curriculum Constructs & Assessment: Science and Mathematics
- MTE 534 .................................................................................... 4 credits

Curriculum Constructs & Assessment: History and Social Science
- MTE 533 .................................................................................... 2 credits

Curriculum Constructs & Assessment: Reading and Language Arts
- MTE 536 .................................................................................... 3 credits

Elementary Methods and Assessment
- RDG 537 ................................................................................... 4 credits
- MTE 531 .................................................................................... 2 credits

Assessment
- MTE 562 .................................................................................... 3 credits

Reading
- MTE 501 ~ ............................................................... 2 credits
- The Art and Science of Teaching

Human Development
- MTE 506 ~ ............................................................... 2 credits
- Child and Adolescent Development

Introductory Course
- MTE 507 .................................................................................... 0 credits
- Orientation to Teacher Education

Educational Theories and Models
- MTE 518 .................................................................................... 3 credits
- Models, Theories, and Instructional Strategies

Maintaining an Effective Learning Climate for Elementary Settings
- MTE 522 .................................................................................... 3 credits

Reading
- RDG 535 .................................................................................... 3 credits

Diagnosis & Remediation of Reading Difficulties
- RDG 537 .................................................................................... 3 credits

Children’s Literature
- MTE 536 .................................................................................... 3 credits

Curriculum Constructs & Assessment: History and Social Science
- MTE 533 .................................................................................... 4 credits

Curriculum Constructs & Assessment: Science and Mathematics
- MTE 534 .................................................................................... 2 credits

Curriculum Constructs & Assessment: Visual and Performing Arts
- MTE 537 .................................................................................... 2 credits

Curriculum Constructs & Assessment: Physical Education and Health
- MTE 531 .................................................................................... 2 credits

Student Teaching & Field Experience
- ELM 598 ~ .................................................................................... 4 credits

Elementary Student Teaching Part A
- ELM 599 ~ .................................................................................... 4 credits

Elementary Student Teaching Part B

The University reserves the right to modify the required course of study.

Special Populations
- MTE 553 .................................................................................... 3 credits

Instruction and Assessment of English Language Learners
- SPE 514 .................................................................................... 2 credits

Survey of Special Populations

Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:

- Completion of a minimum of 47 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
**Courses Waived**

- A candidate must earn a grade of "B" (grades of "I" or "B-" are not accepted) or better in the following courses in order to student teach: ELM 598, ELM 599
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

**Academic Progression Requirements for the MAED/TED-E**

**A candidate must provide verification of the following prior to beginning their student teaching experience.** Candidates must provide:

- Immunization or TB test results (District specific)
- Students enrolled in Indiana campus must complete any outstanding credits towards completion of their major/minor prior to student teaching.
- Verification of the completion of 100 hours of field experience. Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

**Minimum Grade Requirements for the MAED/TED-E**

- A candidate must earn a grade of "B" (grades of "I" or "B-" are not accepted) or better in the following courses in order to student teach: ELM 598, ELM 599
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

**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.
- Indiana candidates must provide verification of current CPR/AED/Heimlich certification prior to being recommended for their credential.

**Residency Requirements and Course Waivers for the 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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 507, MTE 518, MTE 522, MTE 533, RDG 537, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

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<th>Program</th>
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<td>MTE 501, MTE 506, MTE 518</td>
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<td>MAED/SPE</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.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

**Additional Academic Program Re-entry Policy for the MAED/TED-E**

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

**Course Descriptions for the MAED/TED-E**

- **MTE 507** .................................................................0 credits
  **Orientation to Teacher Education**
  This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

- **COM 516** ..............................................................1 credit
  **Professional Communications**
  This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

- **MTE 501** .............................................................2 credits
  **The Art and Science of Teaching**
  This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

- **MTE 518** .............................................................3 credits
  **Models, Theories, and Instructional Strategies**
  This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a les-
Diagnosis & Remediation 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 and Social Science

This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.

MTE 533 ........................................................................ 2 credits

Curriculum Constructs & Assessment: Science and Mathematics

This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 534 ........................................................................ 2 credits

Curriculum Constructs & Assessment: Visual and Performing Arts

This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

MTE 537 ........................................................................ 2 credits

Curriculum Constructs & Assessment: Physical Education and Health

This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on a scope and sequence, and on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course also includes framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas are explored.

ELM 598 ......................................................................... 4 credits

Elementary Student Teaching Part A

This course emphasizes the practical application of educational theories and methods including classroom management, grading, and strategies to increase parent communication and/or family and community involvement. In addition, students will receive practical guidance in securing a teaching position, time management, and developing and maintaining relationships with colleagues and parents. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.

ELM 599 ......................................................................... 4 credits

Elementary Student Teaching Part B

This course will focus on the design and implementation of the
Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

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.

Master of Arts in Education/Secondary Teacher Education (Indiana)

The following Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-s.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections
Orientation, 0 total credits

MTE 507 .................................................................................. 0 credits

Orientation to Teacher Education
Introductory Course, 1 total credit

COM 516 .................................................................................. 1 credits

Professional Communications
Foundations of Education, 2 total credits

MTE 501 ~ .............................................................. 2 credits

The Art and Science of Teaching
Educational Theories and Models, 6 total credits

SEC 508 .................................................................................. 3 credits

Models, Theories and Strategies for Secondary Education
MTE 523 .................................................................................. 3 credits

Maintaining an Effective Learning Climate
Human Development, 2 total credits

MTE 506 ~ .............................................................. 2 credits

Child and Adolescent Development
Assessment, 3 total credits

MTE 562 ~ .............................................................. 3 credits

Assessment and Evaluation
Secondary Reading, 3 total credits

RDG 542 .................................................................................. 3 credits

Curriculum Constructs & Assessment: Reading Methods for Secondary Settings
Special Populations, 5 total credits

MTE 553 .................................................................................. 3 credits

Instruction and Assessment of English Language Learners
SPE 514 .................................................................................. 2 credits

Survey of Special Populations
Secondary Methods and Assessment, 3 total credits

MTE 564 .................................................................................. 3 credits

Curriculum Constructs and Assessment: Secondary Math
MTE 566 .................................................................................. 3 credits

Curriculum Constructs & Assessment: Secondary English/Language Arts
MTE 567 .................................................................................. 3 credits

Curriculum Constructs & Assessment: Secondary History/Social Science
MTE 569 .................................................................................. 3 credits

Curriculum Constructs and Assessment: Secondary Science
MTE 543 .................................................................................. 3 credits

Curriculum Constructs & Assessment: Secondary Visual & Performing Arts
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
MTE 570 ......................................................................................... 3 credits
Curriculum Constructs and Assessment: Global Languages
Secondary Elective, 3 total credits
MTE 556 ......................................................................................... 3 credits
Curriculum Constructs & Assessment: Distance Education Methods for Secondary Schools
MTE 557 ......................................................................................... 3 credits
Language Development for Secondary Settings
MAT 504 ......................................................................................... 3 credits
Adolescent Psychology
MAT 538 ......................................................................................... 3 credits
Middle School Foundations and Philosophy
CMP 521 ......................................................................................... 3 credits
Using Computers in Education
Student Teaching & Field Experience, 8 total credits
SEC 598~ Secondary Student Teaching Part A ........................................... 4 credits
SEC 599 ~ Secondary Student Teaching Part B ........................................... 4 credits
The University reserves the right to modify the required course of Study.

Additional Admission Requirements for the MAED/TED-S
All applicants are expected to meet the following admissions requirements:

• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

• Students 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 applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/TED-S
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.
  • Demonstration of basic skills proficiency
  • Passing scores on the designated state content knowledge exam (secondary content area specific)
  • Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TED-S
• Completion of a minimum of 36 credits.
• A minimum grade point average (GPA) of 3.0.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
• Completion of e-portfolio.
• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
• The diploma awarded for this program will read as: Master of Arts in Education Secondary Teacher Education

Academic Progression Requirements for the MAED/TED-S
Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

• Immunization or TB test results (District specific)
• Students enrolled in Indiana campus must complete any outstanding credits towards completion of their major/minor prior to student teaching.
• Verification of the completion of 100 hours of field experience. Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-S
• A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: SEC 598, SEC 599
• Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.
Institutional Recommendation for the MAED/TED-S

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of school law, state and U.S. Constitution coursework, as required by the state certification agency.
- Indiana candidates must provide verification of current CPR/AED/Heimlich certification prior to being recommended for their credential.
- Indiana candidates must complete a basic or in-service course of education and training on suicide prevention and the recognition of signs that a student may be considering suicide prior to receiving an initial teaching license.

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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization. The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 564, MTE 566, MTE 567, MTE 569, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514. Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

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Field Experience for the MAED/TED-S

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Student Teaching for the MAED/TED-S

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
• MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.

• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.

• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

• Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.

• Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Additional Academic Program Re-entry Policy for the MAED/TED-S
Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

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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.

SEC 508 ................................................................. 3 credits
Models, Theories and Strategies for Secondary Education
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 523 ................................................................. 3 credits
Maintaining an Effective Learning Climate
This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 506 ................................................................. 2 credits
Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 562 ................................................................. 3 credits
Assessment and Evaluation
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including 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 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 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 564................................................................. 3 credits

**Curriculum Constructs and Assessment: Secondary Math**

This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.

MTE 567................................................................. 3 credits

**Curriculum Constructs & Assessment: Secondary English/Language Arts**

This course explores the application of basic instructional methods to the content area of English/language arts in middle level and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 567................................................................. 3 credits

**Curriculum Constructs & Assessment: Secondary History/Social Science**

This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 569 ................................................................. 3 credits

**Curriculum Constructs 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 569 ................................................................. 3 credits

**Curriculum Constructs & Assessment: Secondary Visual & Performing Arts**

This course explores the application of basic instructional methods in 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 569 ................................................................. 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 569 ................................................................. 3 credits

**Curriculum Constructs & Assessment: Secondary Health Science**

This course explores the application of instructional methods to the content area of Health Science in middle school and high school settings. Participants explore the contexts of societal issues, and of state, local, and national standards for the teaching of health science. They also examine current instructional theory, models, and strategies as they relate to instruction, assessment, and accountability. The course helps prospective educators to identify the educational needs of middle level and secondary students, and to develop skills in selecting and adapting delivery methods, external resources, and behavior management plans for diverse students.

MTE 580 ................................................................. 3 credits

**Curriculum Constructs and Assessment: Secondary Business & Marketing**

This course focuses on instruction and assessment strategies to provide secondary students background and knowledge in business/marketing content and careers, employment and workplace skills, applied academics, and leadership skills through participa-
Adolescent Psychology
This course will provide teacher candidates the opportunity to develop the ability to evaluate and use appropriate instructional methods, curricular materials and resources, and assessment strategies.
MTE 570 ................................................................. 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 556 ................................................................. 3 credits

Curriculum Constructs & Assessment: Distance Education Methods for Secondary Schools
This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.
MTE 557 ................................................................. 3 credits

Language Development for Secondary Settings
This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.
MTE 557 ................................................................. 3 credits

Adolescent Psychology
This course provides an overview of adolescent development, including the biological, cognitive, and social changes during the period between childhood and adulthood. The psychosocial developmental period is explored, and current trends and methods of teaching and learning in a middle school are examined and practiced. Previous course description: This course covers adolescent psychology from a historical perspective to present day societal influences and pressures. Current trends and methods of learning in adolescent education will also be covered.
MAT 538 ................................................................. 3 credits

Middle School Foundations and Philosophy
This course examines middle level education. It evaluates the structure of middle schools and their characteristics, including curriculum, instruction, and learning in middle level education. It also addresses issues such as managing the middle level environment. Students in this course will demonstrate knowledge through application, analysis, and observation of middle level environments.

Previous description: This is a draft of the description. This course examines the junior high and middle school. The course will evaluate the unique characteristics of the adolescent, diversity among middle school students, structures of middle school, and curriculum and instruction.
CMP 521 ................................................................. 3 credits

Using Computers in Education
This course will examine how emerging technology can affect the classroom teacher, school administrator, school board member, students, and parents. Students will explore how technology has impacted curriculum, instructional design, and educational standards. Equity issues and the consequences to students who lack technological skills and knowledge will be the focal point of discussion. Students will get hands-on, interactive experience using a variety of media and technologies to prepare teaching materials, develop curriculum, and deliver instruction.
SEC 599 ................................................................. 4 credits

Secondary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SEC 599 ................................................................. 4 credits

Secondary Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

Master of Arts in Education/Elementary Teacher Education (California)

The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with 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 507CA ~ ................................................................................0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 ....................................................................................1 credit
Professional Communications

Foundations of Education, 2 total credits
MTE 501 ~ ..................................................................................2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits
MTE 513CA ~ ..............................................................................3 credits
Models, Theories, and Instructional Strategies
MTE 522CA ..................................................................................3 credits
Maintaining an Effective Learning Climate for Elementary Settings

Human Development, 2 total credits
MTE 506 ~ ..................................................................................2 credits
Child and Adolescent Development

Assessment, 3 total credits
MTE 562 ~ ..................................................................................3 credits
Assessment and Evaluation

Reading, 4 total credits
RDG 537CA ~ ...............................................................................4 credits
Curriculum Constructs & Assessment: Reading and Language Arts

Special Populations, 5 total credits
ELL 500 ................................................................. 3 credits
Instructional Methods for English Language Learners
SPE 514CA ..................................................................................2 credits
Survey of Special Populations

Elementary Methods and Assessment, 10 total credits
MTE 531 ......................................................................................2 credits
Curriculum Constructs & Assessment: History and Social Science
MTE 533CA ..................................................................................4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 534 ......................................................................................2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
MTE 537 ......................................................................................2 credits
Curriculum Constructs & Assessment: Physical Education and Health

Student Teaching, 8 total credits
ELM 590 ~ ....................................................................................4 credits
Elementary Student Teaching Part A

ELM 595 ~ ....................................................................................4 credits
Elementary Student Teaching Part B

The University reserves the right to modify the Required Course of Study.

Teacher Performance Assessment, 2 total credits
TPA 001 ~ ....................................................................................1 credit
Subject Specific Pedagogy
TPA 002 ~ ....................................................................................1 credit
Designing Instruction

The University reserves the right to modify the required course of Study.

Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:

• Students enrolled in this program must have an undergraduate or graduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

• All California residents (Online and Local) must enroll in this version. Candidates in the MAED/TED-E and MAED/TED-S programs must sign the California Teaching Performance Assessment (TPA) Code of Honor Guidelines.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/TED-E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling. Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.

• Demonstration of basic skills proficiency

• Students who reside in states that require a basic skills test exam for teacher certification will be required to successfully pass the state exam (i.e. CBEST, CSET, Praxis I, etc.) using their state’s cut score.

• Online students who reside in California and are enrolled in a California approved program (MAED/TED-E or MAED/TED-S) must successfully pass the CBEST exam.
• Students enrolled in MAED/TED-E must pass all sections of the CSET: Multiple Subjects examination plus the additional CSET: Writing Skills examination will have met the basic skills requirement and will not need to pass the CBEST.
• Verification of Certificate of Clearance
• Students enrolled in this program (Elementary or Secondary) must provide one of the following verifications prior to the completion of 12 semester credits in the program:
  - The candidate provides evidence of having 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 completing a Commission approved subject matter preparation program.
  - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
• TB test results (District specific)

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

**Degree Completion Requirements for the MAED/TED-E**

- Completion of a minimum of 43 credits.
- A minimum grade point average (GPA) of 3.0.
- Students must pass all four Teacher Performance Assessments (TPA).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours).
- To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as: Master of Arts in Education
  - Elementary Teacher Education

**Academic Progression Requirements for the MAED/TED-E**

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Verification of the completion of 100 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience. California students must pass the following courses: TPA 001 and TPA 002 prior to beginning their student teaching experience. Candidates enrolled in MAED/TED-E and 5 must receive passing scores on the following assessments: TPA 1 Subject-specific Pedagogy and TPA 2 Designing Instruction prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.

**Transfer Requirements for the MAED/TED-E**

**Transfer of non-California specific coursework**

California MAED/TED programs will accept a maximum of 10 credits of non-California (CA) coursework as identified in the list below. COM 516 is not included in the 10 credits and does not need to be repeated.

The following non-California (CA) courses can be transferred into the California specific program:

- MTE 501 (2 credits)
- MTE 505 (3 credits) or MTE 506 (2 credits)
- MTE 508 (3 credits) or MTE 509 (2 credits)

**Minimum Grade Requirements for the MAED/TED-E**

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: ELM 590, ELM 595
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

**Residency Requirements and Course Waivers for the MAED/ TED-E**

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 590, ELM 595, MTE 507CA, MTE 518CA, MTE 522CA, MTE 533CA, RDG 537CA, SPE 514CA.

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these...
waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
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<tbody>
<tr>
<td>MAED/TED-E</td>
<td>MTE 501, MTE 501CA, MTE 506, MTE 506CA, MTE 518, MTE 518CA</td>
</tr>
<tr>
<td>MAED/TED-S</td>
<td>MTE 501, MTE 506, MTE 518, SEC 508CA</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
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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 pass CalTPA tasks 3 and 4.
- California students must pass the Teacher Performance Assessment 3 and 4 during student teaching. Students may attempt the Teacher Performance Assessment 3 and 4 a maximum of two (2) times.
- Candidates enrolled in this program must complete placements in two elementary grade levels. Placements must occur in two of the following grade levels: K-2, 3-5, or 6. One placement is for seven (7) weeks and the other placement is for eight (8) weeks. These must be self-contained classroom settings in which the candidates teach 6 of the 7 multiple subject areas to the same group of students.
- Candidates enrolled in this program must complete a full-time student teaching experience (minimum 15 weeks) in which they teach two content areas and/or two grade-levels within their discipline. Candidates must student teach in the disciplines covered by their subject matter competency exams.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TED-E

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential). Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates in this program must pass the RICA exam.
Candidates completing the California approved MAED/TED-E or S program must provide verification of current CPR certification prior to being recommended for their credential.

Candidates must provide verification of U.S. Constitution coursework (with a grade of "C" or better), or exam as required by the state certification agency.

California Teaching Performance Assessment Policy

Candidates must receive passing scores on TPA 001: Subject-Specific Pedagogy (course and assessment) and TPA 002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.

Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to retake TPA 001 or TPA 002 courses if they have failed the corresponding assessment two times. This retake must be completed prior to the third attempt.

Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are completed during the student teaching experience. These assessments can only be attempted two times each.

Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considered passing scores.

Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program.

TPA 1 and TPA2 = 3 attempts
TPA 3 and TPA4 = 2 attempts

Students who transfer into MAED/TEDCA E or S and have documentation of passing TPA 1: Subject-specific Pedagogy and/or TPA 2: Designing Instruction while attending another university are not required to complete the corresponding preparation courses TPA 001 - Subject-specific Pedagogy and/or TPA 002 - Designing Instruction. Students should submit a course waiver request to apply the TPA 1 and/or TPA 2 assessments to the TPA 001 and/or TPA 002 courses at University of Phoenix.

California Intern Credential

Candidates in California may qualify for an intern credential in California while enrolled in the MAED/TED program. The California Commission has identified specific requirements for intern qualification.

Candidates who qualify as an elementary or secondary intern must meet the requirements noted below and sign an intern checklist.

Candidates who are seeking an Internship must also be advised of the Early Completion Option.

Candidates must provide verification of each of the following requirements:
- Passing score on CBEST
- Passing score on appropriate CSET for intern placement
- Completion of a Bachelors degree from a regionally accredited institution
- Letter of Intent to Hire
- Completion of 30 hours Field Experience with diverse students
- Certificate of Clearance

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.

Additional Academic Program Re-entry Policy for the MAED/TED-E

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved. Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Course Descriptions for the MAED/TED-E

MTE 507CA ............................................................................. 0 credits

Orientation to Teacher Education

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
COM 516 .................................................................1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

MTE 501 .................................................................2 credits
The Art and Science of Teaching
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professional standards, legal/ethical ramifications, and the role of decision making in the classroom. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

MTE 518CA ............................................................3 credits
Models, Theories, and Instructional Strategies
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 522CA ............................................................3 credits
Maintaining an Effective Learning Climate for Elementary Settings
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 530 .................................................................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 537CA ............................................................4 credits
Curriculum Constructs & Assessment: Reading and Language Arts
This course focuses on the design and delivery of a comprehensive reading/language arts program of systematic instruction in reading, writing, listening, and speaking in multiple subject classrooms. Emphasis is placed on instructional planning, design, delivery and assessment as well as universal access and differentiated instruction. Candidates use this knowledge to prepare an integrated unit of instruction. Guided field experience, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

ELL 500 ...........................................................................3 credits
Instructional Methods for English Language Learners
This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

SPE 514CA .................................................................2 credits
Survey of Special Populations
This course provides an overview of the categories of 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 533CA ....................................................................4 credits
Curriculum Constructs & Assessment: Science and Mathematics
This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 534 ...........................................................................2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

MTE 537 ...........................................................................2 credits
Curriculum Constructs & Assessment: Physical Education and Health
This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on scope, sequence, and state and national standards. This course will include framework-based teaching
strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course will also include framework-based teaching strategies effective in helping K-8 students achieve the goals of 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.

**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 CalTTPA 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 apply the Teaching Performance Expectations.

**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.

**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/Teacher Education Middle Level Generalist (Texas)**

The following Master of Arts in Education/Teacher Education Middle Level Generalist (MAED/TEDMG) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Teacher Education Middle Level Generalist (MAED/TEDMG) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TEDMG program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on middle level student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-tedmg.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Program Category Requirements and Course Selections**

**Orientation, 0 total credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTE 507</td>
<td>Orientation to Teacher Education</td>
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**Introductory Course, 1 total credit**

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<thead>
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<th>Course Code</th>
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<tbody>
<tr>
<td>COM 516</td>
<td>Professional Communications</td>
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**Foundations of Education, 2 total credits**

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<tbody>
<tr>
<td>MTE 501</td>
<td>The Art and Science of Teaching</td>
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</table>

**Educational Theories and Models, 6 total credits**

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<tbody>
<tr>
<td>MTE 518</td>
<td>Educational Theories and Models</td>
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**Maintaining an Effective Learning Climate, 3 total credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>MTE 523</td>
<td>Human Development</td>
<td>3 credits</td>
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</tbody>
</table>

**Reading, 4 total credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>RDG 532</td>
<td>Curriculum Constructs and Assessment: English Language Arts and Reading</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

The following Master of Arts in Education/Teacher Education Middle Level Generalist (MAED/TEDMG) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.
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, 9 total credits
MTE 531.................................................................2 credits
Curriculum Constructs & Assessment: History and Social Science
MTE 533.................................................................4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 562 ...............................................................3 credits
Assessment and Evaluation

Student Teaching, 8 total credits
MTE 586.................................................................4 credits
Student Teaching Part A
MTE 587 ...............................................................4 credits
Student Teaching Part B
The University reserves the right to modify the required course of Study.

Additional Admission Requirements for the MAED/TEDMG

All applicants are expected to meet the following admissions requirements:

• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

• Students using foreign credentials when enrolling in a program must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

• Demonstration of basic skills proficiency
• Successful completion of the Oral Language Proficiency Assessment.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TEDMG

• Completion of a minimum of 37 credits.
• A minimum grade point average (GPA) of 3.0.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• 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.
• Candidates must pass their state-mandated professional knowledge exam.
• 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: Master of Arts in Education
Teacher Education - Middle Level Generalist

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 or TB test results. Candidates must comply with the requirements of the district if they wish to work at that location.
• Verification of the completion of 100 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TEDMG

• A candidate must earn a grade of "B" (grades of "I" and "B-") are not accepted) or better in the following courses in order to student teach: MTE 586, MTE 587
• Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.
Residency Requirements and Course Waivers for the MAED/TEDMG

- Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
  - Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
  - The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 518, MTE 523, MTE 533, MTE 586, MTE 587, RDG 532, SPE 514

Field Experience for the MAED/TEDMG

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of development levels from birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TEDMG

- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Candidates must earn a “B” or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a “B” or better will be required to repeat the seminar and student teaching.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either a middle level generalist, middle level (content specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing, can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching

- Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TEDMG

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix Certificate Application in order to receive a certificate and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
• Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.

Additional Academic Program Re-entry Policy for the MAED/TEDMG

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version. Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Course Descriptions for the MAED/TEDMG

MTE 507....................................................................................0 credits

Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

COM 516 ....................................................................................1 credit

Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

MTE 501....................................................................................2 credits

The Art and Science of Teaching
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

MTE 518....................................................................................3 credits

Models, Theories, and Instructional Strategies
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 525....................................................................................3 credits

Maintaining an Effective Learning Climate
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 506 ....................................................................................2 credits

Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

RDG 532 ....................................................................................4 credits

Curriculum Constructs and Assessment: English Language Arts and Reading 4-8
This course focuses on the knowledge, skills, texts, and instructional settings that are unique to students in grades 4-8. It emphasizes best practices in the instruction and in the assessment of oral language, word study, vocabulary, comprehension, fluency, research and study skills, writing, viewing and presenting/representing. Varied strategies for developing critical thinking, reading, and writing skills that facilitate learning in content areas are explored. Differentiating instruction is examined as a means of addressing the diverse cultures, strengths, and needs of students in 4-8 classrooms.

MTE 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 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.

SPF 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 think-
ing skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.

MTE 533 ........................................................................................... 4 credits

**Curriculum Constructs & Assessment: Science and Mathematics**

This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 562 ........................................................................................... 3 credits

**Assessment and Evaluation**

This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

MTE 586 ........................................................................................... 4 credits

**Student Teaching Part A**

This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

MTE 587 ........................................................................................... 4 credits

**Student Teaching Part B**

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

**Master of Arts in Education/Teacher Education Middle Level Mathematics (Texas)**

The following Master of Arts in Education/Teacher Education Middle Level Mathematics (MAED/TEDMM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Teacher Education Middle Level Mathematics (MAED/TEDMM) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TEDMM program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on middle level student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-tedmm.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Program Category Requirements and Course Selections**

**Orientation, 0 total credits**

MTE 507 ............................................................... 0 credits

**Orientation to Teacher Education**

**Introductory Course, 1 total credit**

COM 516 ............................................................... 1 credit

**Professional Communications**

**Foundations of Education, 2 total credits**

MTE 501 ~ ............................................................... 2 credits

**The Art and Science of Teaching**

**Educational Theories and Models, 6 total credits**

MTE 518 ~ ............................................................... 3 credits

Models, Theories, and Instructional Strategies

MTE 523 ............................................................... 3 credits

Maintaining an Effective Learning Climate

**Human Development, 2 total credits**

MTE 506 ~ ............................................................... 2 credits

Child and Adolescent Development

**Reading, 4 total credits**

RDG 532 ~ ............................................................... 4 credits

Curriculum Constructs and Assessment: English Language Arts and Reading 4-8

**Special Populations, 5 total credits**

MTE 553 ............................................................... 3 credits

Instruction and Assessment of English Language Learners

SPE 514 ............................................................... 2 credits

Survey of Special Populations

**Methods and Assessment, 7 total credits**

MTE 533 ............................................................... 4 credits

Curriculum Constructs & Assessment: Science and Mathematics

MTE 562 ~ ............................................................... 3 credits

Assessment and Evaluation

**Middle Level Elective, 3 total credits**

MTE 564 ............................................................... 3 credits

Curriculum Constructs and Assessment: Secondary Math
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.

Additional Admission Requirements for the MAED/TEDMM

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- Students in the MAED/TEDMM-Middle Level Mathematics program must have preparation in the Mathematics field by verification of at least 24 semester hours. Of those 24 semester hours, 12 semester hours must be at the upper division level.
- Only students who reside within the state of Texas are eligible to enroll into the MAED Texas program.

Candidacy Status for the MAED/TEDMM

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted 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 entered in IS3 and the student’s eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance
  - Successful completion of the Oral Language Proficiency Assessment

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TEDMM

- Completion of a minimum of 38 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- Candidates must pass their state-mandated professional knowledge exam.
- 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: Master of Arts in Education Teacher Education - Middle Level Mathematics

Academic Progression Requirements for the MAED/TEDMM

Candidates must provide verification of content knowledge mastery prior to beginning their student teaching experience. Candidates must provide:

- Verification of completion of six (6) or more clock hours of content test preparation which is not embedded in other curriculum. This may be in the form of CEU or for-credit preparation.
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Some schools/districts may require candidates to provide verification of immunization or TB test results. Candidates must comply with the requirements of the district if they wish to work at that location.

Verification of the completion of 100 hours of field experience Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TEDMM

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: MTE 586, MTE 587.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MAED/TEDMM

- Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.
- 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.
• Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
• The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 518, MTE 523, MTE 533, MTE 564, MTE 586, MTE 587, RDG 532, SPE 514

Field Experience for the MAED/TEDMM
Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of development levels from birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TEDMM
• Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
• Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
• Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.
• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
• Student teaching can only be repeated one time.
• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
• Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
• Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either a middle level generalist, middle level (content specific), or secondary (content specific) setting based on their program specialization.
• Candidates in the MAED/TED program may not student teach in special education.
• MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing, can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching
• Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
• Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
• Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TEDMM
• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).
• Upon completion, candidates must complete a University of Phoenix Certificate Application in order to receive a certificate and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
• Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.

Additional Academic Program Re-entry Policy for the MAED/TEDMM
Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version.
However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved. Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary. 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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

**Course Descriptions for the MAED/TEDMM**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTE 507</td>
<td>Orientation to Teacher Education</td>
<td>0 credits</td>
</tr>
<tr>
<td>MTE 506</td>
<td>Child and Adolescent Development</td>
<td>2 credits</td>
</tr>
<tr>
<td>MTE 507</td>
<td>The Art and Science of Teaching</td>
<td>2 credits</td>
</tr>
<tr>
<td>MTE 506</td>
<td>Curriculum Constructs &amp; Assessment: Science and Mathematics</td>
<td>4 credits</td>
</tr>
<tr>
<td>MTE 506</td>
<td>Survey of Special Populations</td>
<td>2 credits</td>
</tr>
<tr>
<td>MTE 506</td>
<td>Assessment and Evaluation</td>
<td>3 credits</td>
</tr>
<tr>
<td>MTE 506</td>
<td>Instruction and Assessment of English Language Learners</td>
<td>3 credits</td>
</tr>
<tr>
<td>MTE 506</td>
<td>Professional Communications</td>
<td>1 credit</td>
</tr>
<tr>
<td>MTE 506</td>
<td>Models, Theories, and Instructional Strategies</td>
<td>3 credits</td>
</tr>
<tr>
<td>MTE 506</td>
<td>Maintaining an Effective Learning Climate</td>
<td>3 credits</td>
</tr>
<tr>
<td>RDG 532</td>
<td>Curriculum Constructs &amp; Assessment: English Language Arts and Reading 4-8</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

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.

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

This course is designed to provide 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.

This course provides an overview of the categories of exceptional students. Differentiated instruction is examined as a means of addressing the diverse cultures, strengths, and needs of students in grades 4-8 classrooms.

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.

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.

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 564 ................................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Math
This course explores the secondary mathematics classroom, curricu-
um, and teaching and assessment strategies. Participants identify
the educational needs of secondary students by exploring current
instructional theory, National Council of Teachers of Mathematics
Standards, state standards, and social issues that impact the 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 586 ................................................................. 4 credits
Student Teaching Part A
This course emphasizes the practical application of educational
theories and methods. This course will focus on the student teach-
ing experience and the design and implementation of the Teacher
Work Sample. This seminar also provides a forum for open discuss-
ion and problem-solving based on student teaching classroom
experiences.

MTE 587 ................................................................. 4 credits
Student Teaching Part B
This course will focus on the design and implementation of the
Teacher Work Sample. It also provides students practical guidance
in securing a teaching position. Students will examine resumes and
cover letters, teaching applications, and interview strategies. Assis-
tance in preparing an employment portfolio will be provided. This
seminar also provides a forum for open discussion and problem-
solving based on student teaching classroom experiences.

Master of Arts in Education/Teacher Education Middle
Level Science (Texas)

The following Master of Arts in Education/Teacher Education Middle
Level Science (MAED/TEDMS) program may be offered at these
University of Phoenix campus locations: Online, depending on state of
residence. The availability of programs and concentrations depend on
student demand and other factors. Not all programs may be available to
all residents of all states. Students may want to consider completing
certain courses in the Online classroom at Online rates if the program is
available via the Online modality in their state. Please contact your
enrollment advisor for more information.

The Master of Arts in Education/Teacher Education Middle Level
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 stu-
dent 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 experi-
ence at the appropriate grade and content level. Student teachers
work with a cooperating teacher from a school site and with a Uni-
versity of Phoenix faculty advisor. The student teaching experience
is designed to emphasize the achievement of state standards lead-
ing to certification and to present individuals with growth oppor-
tunities 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 fol-
lowing the course number.

Program Category Requirements and Course Selections

Orientation, 0 total credits
MTE 507 ................................................................. 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 ..................................................................... 1 credit
Professional Communications

Foundations of Education, 2 total credits
MTE 501 ~ .............................................................. 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits
MTE 518 ~ .............................................................. 3 credits
Models, Theories, and Instructional Strategies
MTE 523 ..................................................................... 3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits
MTE 506 ~ .............................................................. 2 credits
Child and Adolescent Development

Reading, 4 total credits
RDG 532 ~ .............................................................. 4 credits
Curriculum Constructs and Assessment: English Language Arts
and Reading 4-8

Special Populations, 5 total credits
MTE 553 ..................................................................... 3 credits
Instruction and Assessment of English Language Learners
SPE 514 ..................................................................... 2 credits
Survey of Special Populations

Methods and Assessment, 7 total credits
MTE 533 ..................................................................... 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 562 ~ .............................................................. 3 credits
Assessment and Evaluation

Middle Level Elective, 3 total credits
MTE 569 ..................................................................... 3 credits
Curriculum Constructs and Assessment: Secondary Science

Student Teaching, 8 total credits
MTE 586 ................................................................. 4 credits
Student Teaching Part A
MTE 587 ~ .............................................................. 4 credits
Student Teaching Part B

The University reserves the right to modify the required course of
Study.

Additional Admission Requirements for the MAED/TEDMS
All applicants are expected to meet the following admissions
requirements:
• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

• Students in the MAED/TEDMS-Middle Level Science program must have preparation in the Science field by verification of at least 24 semester hours. Of those 24 semester hours, 12 semester hours must be at the upper division level.

• Only students who reside within the state of Texas are eligible to enroll into the MAED Texas program.

Candidacy Status for the MAED/TEDMS

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance
  - Successful completion of the Oral Language Proficiency Assessment.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TEDMS

• Completion of a minimum of 38 credits.

• A minimum grade point average (GPA) of 3.0.

• Satisfactory completion and uploading of the Teacher Work Sample (TWS).

• Satisfactory completion of any required internship, student teaching, and/or practicum courses.

• Students must take courses within a sequence specified by course prerequisite requirements.

• Completion of Field Experience Observation Record (100 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.

• Completion of e-portfolio.

• Candidates must pass their state-mandated professional knowledge exam.

• 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: Master of Arts in Education Teacher Education - Middle Level Science

Academic Progression Requirements for the MAED/TEDMS

Candidates must provide verification of content knowledge mastery prior to beginning their student teaching experience. Candidates must provide:

• Verification of completion of six (6) or more clock hours of content test preparation which is not embedded in other curriculum. This may be in the form of CEU or for-credit preparation.

• Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)

• Some schools/districts may require candidates to provide verification of immunization or TB test results. Candidates must comply with the requirements of the district if they wish to work at that location.

• Verification of the completion of 100 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TEDMS

• A candidate must earn a grade of “B” (grades of “I” and “B-,” are not accepted) or better in the following courses in order to student teach: MTE 586; MTE 587

• Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.

• If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MAED/TEDMS

• Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

• In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of ”B” (3.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

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• Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

• The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 518, MTE 523, MTE 533, MTE 569, MTE 586, MTE 587, RDG 532, SPE 514

Field Experience for the MAED/TEDMS

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of development levels from birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TEDMS

• Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

• Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.

• Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.

• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.

• Student teaching can only be repeated one time.

• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.

• Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.

• Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either a middle level generalist, middle level (content specific), or secondary (content specific) setting based on their program specialization.

• Candidates in the MAED/TED program may not student teach in special education.

• MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing, can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.

• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.

• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching

• Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

• Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.

• Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TEDMS

• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).

• Upon completion, candidates must complete a University of Phoenix Certificate Application in order to receive a certificate and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

• Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.

Additional Academic Program Re-entry Policy for the MAED/TEDMS

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved. Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.
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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

**Course Descriptions for the MAED/TEDMS**

**Orientation to Teacher Education**

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

**COM 516** ................................................................. 1 credit

**Professional Communications**

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

**MTE 501** ................................................................. 2 credits

**The Art and Science of Teaching**

This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

**MTE 518** ................................................................. 3 credits

**Models, Theories, and Instructional Strategies**

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

**MTE 523** ................................................................. 3 credits

**Maintaining an Effective Learning Climate**

This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

**MTE 506** ................................................................. 2 credits

**Child and Adolescent Development**

This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

**RDG 532** ................................................................. 4 credits

**Curriculum Constructs and Assessment: English Language Arts and Reading 4-8**

This course focuses on the knowledge, skills, texts, and instructional settings that are unique to students in grades 4-8. It emphasizes best practices in the instruction and in the assessment of oral language, word study, vocabulary, comprehension, fluency, research and study skills, writing, viewing and presenting/representing. Varied strategies for developing critical thinking, reading, and writing skills that facilitate learning in content areas are explored. Differentiating instruction is examined as a means of addressing the diverse cultures, strengths, and needs of students in 4-8 classrooms.

**MTE 553** ................................................................. 3 credits

**Instruction and Assessment of English Language Learners**

This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to 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 553** ................................................................. 4 credits

**Curriculum Constructs & Assessment: Science and Mathematics**

This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

**MTE 562** ................................................................. 3 credits

**Assessment and Evaluation**

This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

**MTE 569** ................................................................. 3 credits

**Curriculum Constructs and Assessment: Secondary Science**

This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective
educators develop skills in selecting and adapting instruction and management plans for diverse student populations.

MTE 586 ......................................................... 4 credits
**Student Teaching Part A**
This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

MTE 587 .............................................................. 4 credits
**Student Teaching Part B**
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

**Master of Arts in Education/Teacher Education Secondary Mathematics (Texas)**

The following Master of Arts in Education/Teacher Education Secondary Mathematics (MAED/TEDSM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Teacher Education Secondary Mathematics (MAED/TEDSM) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TEDSM program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator's responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student's professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-tedsm.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Program Category Requirements and Course Selections**

**Orientation, 0 total credits**
MTE 507 ................................................................................................................................... 0 credits
Orientation to Teacher Education

**Introductory Course, 1 total credit**
COM 516 .................................................................................................................................. 1 credit
Professional Communications

**Foundations of Education, 2 total credits**
MTE 501 ~ ................................................................................................................................. 2 credits
The Art and Science of Teaching

**Educational Theories and Models, 6 total credits**
MTE 518 ~ .................................................................................................................................. 3 credits
Models, Theories and Strategies for Secondary Education
MTE 523 ..................................................................................................................................... 3 credits
Maintaining an Effective Learning Climate

**Human Development, 2 total credits**
MTE 506 ~ ................................................................................................................................. 2 credits
Child and Adolescent Development

**Reading, 3 total credits**
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 562 ~ ................................................................................................................................... 3 credits
Assessment and Evaluation
MTE 564 ..................................................................................................................................... 3 credits
Curriculum Constructs and Assessment: Secondary Math

**Secondary Elective, 3 total credits**
EDD 520 ................................................................................................................................... 3 credits
Critical Issues in Education

**Student Teaching, 8 total credits**
SEC 598 ..................................................................................................................................... 4 credits
Secondary Student Teaching Part A
SEC 599 ~ ................................................................................................................................ 4 credits
Secondary Student Teaching Part B

The University reserves the right to modify the required course of Study.

**Additional Admission Requirements for the MAED/TEDSM**

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
Candidacy Status for the MAED/TEDSM

- 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 applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- Students in the MAED/TEDSM-Secondary Mathematics program must have preparation in the Mathematics field by verification of at least 24 semester hours. Of those 24 semester hours, 12 semester hours must be at the upper division level.
- Only students who reside within the state of Texas are eligible to enroll into the MAED Texas program.

Degree Completion Requirements for the MAED/TEDSM

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted 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 entered in IS3 and the student’s eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance
  - Successful completion of the Oral Language Proficiency Assessment.

Minimum Grade Requirements for the MAED/TEDSM

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: SEC 598, SEC 599
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Coordinating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MAED/TEDSM

- Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Academic Progression Requirements for the MAED/TEDSM

Candidates must provide verification of content knowledge mastery prior to beginning their student teaching experience. Candidates must provide:

- Verification of completion of six (6) or more clock hours of content test preparation which is not embedded in other curriculum. This may be in the form of CEU or for-credit preparation.
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Some schools/districts may require candidates to provide verification of immunization or TB test results. Candidates must comply with the requirements of the district if they wish to work at that location.
- Verification of the completion of 100 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

The diploma awarded for this program will read as:
Master of Arts in Education
Teacher Education - Secondary Mathematics
• Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

• The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 564, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514

Field Experience for the MAED/TEDSM

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of development levels from birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. 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/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 in 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.

Out of state Student Teaching

• Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

• Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.

• Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TEDSM

• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).

• Upon completion, candidates must complete a University of Phoenix Certificate Application in order to receive a certificate and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

• Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.

Additional Academic Program Re-entry Policy for the MAED/TEDSM

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.
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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Course Descriptions for the MAED/TEDSM

**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, legal/ethical ramifications, in addition to trends in future classes. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

**SEC 508** ................................................................. 3 credits

**Models, Theories and Strategies for Secondary Education**
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

**MTE 523** ................................................................. 3 credits

**Maintaining an Effective Learning Climate**
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

**MTE 506** ................................................................. 2 credits

**Child and Adolescent Development**
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

**RDG 542** ................................................................. 3 credits

Secondary Settings
This course focuses on the most current research, theory, and methods of teaching literacy, in particular reading, writing, and technological literacy, in the content areas at the secondary level. Various institutional and assessment techniques are modeled. A practical application project, based on work with a student in a 7th-12th grade setting, is incorporated into the course requirements.

**MTE 553** ................................................................. 3 credits

**Instruction and Assessment of English Language Learners**
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multicultural curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

**SPE 514** ................................................................. 2 credits

**Survey of Special Populations**
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

**MTE 562** ................................................................. 3 credits

**Assessment and Evaluation**
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

**MTE 564** ................................................................. 3 credits

**Curriculum Constructs and Assessment: Secondary Math**
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 multicultural curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

**SEC 598** ................................................................. 4 credits

**Secondary Student Teaching Part A**
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

**SEC 599** ................................................................. 4 credits
Secondary Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

**Master of Arts in Education/Teacher Education Secondary Science (Texas)**

The following Master of Arts in Education/Teacher Education Secondary Science MAED/TEDSS program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Teacher Education Secondary Science (MAED/TEDSS) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TEDSS program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student teaching 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 hours must be at the upper division level.

### Program Requirements and Course Selections

#### Orientation, 0 total credits
- **MTE 507** ................................................................. 0 credits
  Orientation to Teacher Education

#### Introductory Course, 1 total credit
- **COM 516** .............................................................. 1 credit
  Professional Communications

#### Foundations of Education, 2 total credits
- **MTE 501** ............................................................... 2 credits
  The Art and Science of Teaching

#### Educational Theories and Models, 6 total credits
- **SEC 508** .............................................................. 3 credits
  Models, Theories and Strategies for Secondary Education
- **MTE 523** .............................................................. 3 credits
  Maintaining an Effective Learning Climate

#### Human Development, 2 total credits
- **MTE 506** .............................................................. 2 credits
  Child and Adolescent Development

#### Reading, 3 total credits
- **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 562** .............................................................. 3 credits
  Assessment and Evaluation
- **MTE 569** .............................................................. 3 credits
  Curriculum Constructs and Assessment: Secondary Science

#### Secondary Elective, 3 total credits
- **EDD 520** .............................................................. 3 credits
  Critical Issues in Education

#### Student Teaching, 8 total credits
- **SEC 598** .............................................................. 4 credits
  Secondary Student Teaching Part A
- **SEC 599** .............................................................. 4 credits
  Secondary Student Teaching Part B

The University reserves the right to modify the required course of study.

### Additional Admission Requirements for the MAED/TEDSS

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- Students in the MAED/TEDSS-Secondary Science program must have preparation in the Science field by verification of at least 24 semester hours. Of those 24 semester hours, 12 semester hours must be at the upper division level.
Only students who reside within the state of Texas are eligible to enroll into the MAED Texas program.

**Candidacy Status for the MAED/TEDSS**

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- **Level 1 Candidate Status** is completed upon admission to the University. Students who are admitted 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 entered in IS3 and the student’s eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance
  - Successful completion of the Oral Language Proficiency Assessment.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

**Degree Completion Requirements for the MAED/TEDSS**

- Completion of a minimum of 36 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
- Completion of e-portfolio.
- Candidates must pass their state-mandated professional knowledge exam.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 569, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514

**Field Experience for the MAED/TEDSS**

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of development levels from birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to

**Residency Requirements and Course Waivers for the MAED/TEDSS**

- Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
  - Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
  - The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 569, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514

**Academic Progression Requirements for the MAED/TEDSS**

Candidates must provide verification of content knowledge mastery prior to beginning their student teaching experience. Candidates must provide:

- Verification of completion of six (6) or more clock hours of content test preparation which is not embedded in other curriculum. This may be in the form of CEU or for-credit preparation.
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Some schools/districts may require candidates to provide verification of immunization or TB test results. Candidates must comply with the requirements of the district if they wish to work at that location.

**Minimum Grade Requirements for the MAED/TEDSS**

- A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses in order to student teach: SEC 598, SEC 599
- Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.
Student Teaching for the MAED/TEDSS

- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either a middle level generalist, middle level (content specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing, can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching

- Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TEDSS

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix Certificate Application in order to receive a certificate and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.

Additional Academic Program Re-entry Policy for the MAED/TEDSS

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum can complete their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Course Descriptions for the MAED/TEDSS

MTE 507 .................................................................................... 0 credits
Orientation to Teacher Education
This course provides new graduate students in University of Phoenix, 2013-2014
COLLEGE OF EDUCATION (Online)
The following Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/
TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-s.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

Orientation, 0 total credits
MTE 507CA ................................................................. 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 ................................................................. 1 credit
Professional Communications

Foundations of Education, 2 total credits
MTE 501 ~ ................................................................. 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits
SEC 508CA ~ ............................................................ 3 credits
Models, Theories, and Strategies for Secondary Education
MTE 523CA ............................................................. 3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits
MTE 506 ~ ................................................................. 2 credits
Child and Adolescent Development

Assessment, 3 total credits
MTE 562 ~ ................................................................. 3 credits
Assessment and Evaluation

Secondary Reading, 3 total credits
RDG 542CA ~ .......................................................... 3 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

Special Populations, 5 total credits
ELL 500 ................................................................. 3 credits
Instructional Methods for English Language Learners
SPE 514CA .............................................................. 2 credits
Survey of Special Populations

Secondary Methods and Assessment, 3 total credits
MTE 528CA ................................................................. 3 credits
Curriculum Constructs and Assessment: Visual Arts

MTE 564CA ................................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Math
MTE 566CA ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary English/Language Arts
MTE 567CA ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary History/Social Science
MTE 569CA ................................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Science
MTE 551CA ................................................................. 3 credits
Curriculum Constructs and Assessment: Physical Education

Secondary Elective, 2 total credits
MTE 541CA ................................................................. 2 credits
Language Development for Secondary Settings

Student Teaching, 8 total credits
SEC 590 ~ ................................................................. 4 credits
Secondary Student Teaching Part A
SEC 595 ~ ................................................................. 4 credits
Secondary Student Teaching Part B

The University reserves the right to modify the Required Course of Study.

Teacher Performance Assessment, 2 total credits
TPA 001 ~ ................................................................. 1 credit
Subject Specific Pedagogy
TPA 002 ~ ................................................................. 1 credit
Designing Instruction

The University reserves the right to modify the required course of Study.

Additional Admission Requirements for the MAED/TED-S

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate or graduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

- All California residents (Online and Local) must enroll in this version. Candidates in the MAED/TED-E and MAED/TED-S programs must sign the California Teaching Performance Assessment (TPA) Code of Honor Guidelines.

- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/TED-S

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to con-
tinue in their program with no interruption of scheduling.
Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.

- Demonstration of basic skills proficiency
  - Students who reside in states that require a basic skills test exam for teacher certification will be required to successfully pass the state exam (i.e. CBEST, CSET, Praxis I, etc.) using their state’s cut score.
  - Online students who reside in California and are enrolled in a California approved program (MAED/TED-E or MAED/TED-S) must successfully pass the CBEST exam.

- Verification of Certificate of Clearance
- Students enrolled in this program (Elementary or Secondary) must provide one of the following verifications prior to the completion of 12 semester credits in the program:
  - The candidate provides evidence of having passed the appropriate subject matter examination(s).
  - The candidate provides evidence of having attempted the appropriate subject matter examination(s).
  - The candidate provides evidence of 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 towards meeting the subject matter requirement.
- TB test results (District specific)

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TED-S

- Completion of a minimum of 37 credits.
- A minimum grade point average (GPA) of 3.0.
- Students must pass all four Teacher Performance Assessments (TPA).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours).
  To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Secondary Teacher Education

Academic Progression Requirements for the MAED/TED-S

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Verification of the completion of 100 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.
California students must pass the following courses: TPA 001 and TPA 002 prior to beginning their student teaching experience.
Candidates enrolled in MAED/TED-E and S must receive passing scores on the following assessments: TPA 1 Subject-specific Pedagogy and TPA 2 Designing Instruction prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.

Transfer Requirements for the MAED/TED-S

Transfer of non-California specific coursework
California MAED/TED programs will accept a maximum of 10 credits of non-California (CA) coursework as identified in the list below. COM 516 is not included in the 10 credits and does not need to be repeated.

The following non-California (CA) courses can be transferred into the California specific program:

- MTE 501 (2 credits)
- MTE 505 (3 credits) or MTE 506 (2 credits)
- MTE 508 (3 credits) or MTE 509 (2 credits)

Minimum Grade Requirements for the MAED/TED-S

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: SEC 590, SEC 595
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MAED/TED-S

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications may
be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507CA, SEC 508CA, MTE 523CA, RDG 542CA, SPE 514CA, MTE 528CA, MTE 566CA, MTE 567CA, MTE 569CA, MTE 551, MTE 541CA, SEC 590, SEC 595.

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>
</tr>
</thead>
<tbody>
<tr>
<td>MAED/TED-E</td>
<td>MTE 501, MTE 501CA, MTE 506, MTE 506CA, MTE 518, MTE 518CA</td>
</tr>
<tr>
<td>MAED/TED-S</td>
<td>MTE 501, MTE 506, MTE 518, SEC 508CA</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
</tr>
</tbody>
</table>

**Field Experience for the MAED/TED-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 pass CalTPA tasks 3 and 4.
- California students must pass the Teacher Performance Assessment 3 and 4 and during student teaching. Students may attempt the Teacher Performance Assessment 3 and 4 a maximum of two (2) times.
- Candidates enrolled in this program must complete placements in two elementary grade levels. Placements must occur in two of the following grade levels: K-2, 3-5, or 6. One placement is for seven (7) weeks and the other placement is for eight (8) weeks. These must be self-contained classroom settings in which the candidates teach 6 of the 7 multiple subject areas to the same group of students.
- Candidates enrolled in this program must complete a full-time student teaching experience (minimum 15 weeks) in which they teach two content areas and/or two grade-levels within their discipline. Candidates must student teach in the disciplines covered by their subject matter competency exams.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

**Out of state Student Teaching**

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

**Institutional Recommendation for the MAED/TED-S**

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

Candidates must pass their state-mandated professional knowledge exam.

Candidates in this program must pass the RICA exam.

Candidates completing the California approved MAED/TED-E or S program must provide verification of current CPR certification prior to being recommended for their credential.

Candidates must provide verification of U.S. Constitution coursework (with a grade of ‘C’ or better), or exam as required by the state certification agency.

California Teaching Performance Assessment Policy

• Candidates must receive passing scores on TPA 001: Subject-Specific Pedagogy (course and assessment) and TPA 002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.

• Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to retake TPA 001 or TPA 002 courses if they have failed the corresponding assessment two times. This retake must be completed prior to the third attempt.

• Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are completed during the student teaching experience. These assessments can only be attempted two times each.

• Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considered passing scores.

• Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program.

TPA 1 and 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 the 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 who had been issued an Internship from another university must provide verification of U.S. Constitution coursework (with a grade of ‘C’ or better), or exam as required by the state certification agency.

• Candidates completing the California approved MAED/TED-E or S program must provide verification of current CPR certification prior to being recommended for their credential.

• Completion of the following coursework: Multiple Subject: MTE 506CA; MTE 518CA; ELL 500; SPE 514CA; RDG 537CA; MTE 522CA Single Subject: MTE 506CA; SEC 508CA; ELL 500; SPE 514CA; RDG 542CA; MTE 523CA

• 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.

Additional Academic Program Re-entry Policy for the MAED/TED-S

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territo-
ies are eligible to enroll into a University of Phoenix bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

**Course Descriptions for the MAED/TED-S**

**MTE 507CA** ................................................................. 0 credits

**Orientation to Teacher Education**

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

**COM 516** .............................................................................. 1 credit

**Professional Communications**

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

**MTE 501** ................................................................................. 2 credits

**The Art and Science of Teaching**

This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

**SEC 508CA** ........................................................................... 3 credits

**Models, Theories, and Strategies for Secondary Education**

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

**MTE 523CA** ............................................................................. 3 credits

**Maintaining an Effective Learning Climate**

This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

**MTE 506** ............................................................................... 2 credits

**Child and Adolescent Development**

This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

**MTE 562** ................................................................................ 3 credits

**Assessment and Evaluation**

This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including standardized, formative and summative, traditional, and performance classroom assessments. Learners focus on using a variety of assessment tools and construct objective and performance assessments. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

**RDG 542CA** ......................................................................... 3 credits

**Curriculum Constructs & Assessment: Reading Methods for Secondary Settings**

This course focuses on the design and delivery of content-based literacy strategies (reading, writing, listening and speaking) in single subject classrooms. Emphasis is placed on instructional planning, design, and delivery; assessment; universal access and differentiated instruction. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work with a 7th-12th-grade student, is incorporated into the course requirements.

**ELL 500** ................................................................................ 3 credits

**Instructional Methods for English Language Learners**

This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, 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 528CA** ............................................................................. 3 credits

**Curriculum Constructs and Assessment: Visual Arts**

This course explores the theory, application, and strategies of teaching visual art in middle and secondary school. Participants identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that impact art. 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 art instruction.

**MTE 564CA** ............................................................................. 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 566CA** ............................................................................. 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 567CA..............................................................................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 569CA..............................................................................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 (ELL) student. The course focuses on language acquisition development within alternative language service programs and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.

SEC 590.....................................................................................4 credits

Secondary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the California Teacher Performance Assessment: Designing Instruction, Connecting Instructional Planning to Student Characteristics for Academic Learning. 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 Assessments.

SEC 595.....................................................................................4 credits

Secondary Student Teaching Part B
This course will focus on the elements of the California Teacher 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 001.......................................................................................1 credit

Subject Specific Pedagogy
This course addresses task one of California’s Teaching Performance Assessment: Subject-Specific Pedagogy: Principles of Content-Specific and Developmentally Appropriate Pedagogy. This course will offer an overview of the California Teaching Performance Assessments, their history, California Teaching Performance Expectations and their connections to the Teaching Performance Assessments. Students will review the elements of task one, Subject-Specific Pedagogy: Principles of Content-Specific and Developmentally Appropriate Pedagogy, including understanding what the task measures, constructing high quality responses and demonstrating their knowledge of principles of content-specific pedagogy and developmentally appropriate pedagogy through the task’s exercises.

TPA 002.......................................................................................1 credit

Designing Instruction
This course addresses the second task of California’s Teaching Performance Assessment: Designing Instruction, Connecting Instructional Planning to Student Characteristics for Academic Learning. Students will review the elements of the Designing Instruction Teaching Performance Assessment and will demonstrate their ability to learn important details about a classroom of students, an English learner, and a student who presents a different instructional challenge. Students will focus on how instructional planning connects to student characteristics of a whole class and to two focus students who present a different instructional challenge.

Master of Arts in Education/Elementary Teacher Education (Tennessee)

The following Master of Arts in Education (MAEd)/Elementary Teacher Education program may be offered at these University of Phoenix campus locations:
locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-e.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

Orientation, 0 total credits

Orientation to Teacher Education

Introductory Course, 1 total credit

Professional Communications

Foundations of Education, 2 total credits

MTE 507 ~................................................................. 0 credits

Orientation to Teacher Education

Professional Communications

The Art and Science of Teaching

Educational Theories and Models, 6 total credits

MTE 501 ~................................................................. 2 credits

The Art and Science of Teaching

MTE 518 ~................................................................. 3 credits

Models, Theories, and Instructional Strategies

MTE 522 ~................................................................. 3 credits

Maintaining an Effective Learning Climate for Elementary Settings

Human Development, 2 total credits

MTE 506 ~................................................................. 2 credits

Child and Adolescent Development

Assessment, 3 total credits

MTE 562 ~................................................................. 3 credits

Assessment and Evaluation

Reading, 4 total credits

RDG 537 ~................................................................. 4 credits

Curriculum Constructs & Assessment: Reading and Language Arts

Special Populations, 8 total credits

SEI 500................................................................. 3 credits

Structured English Immersion

SEI 503~................................................................. 3 credits

Advanced Structured English Immersion Methods

SPE 514................................................................. 2 credits

Survey of Special Populations

Elementary Methods and Assessment, 10 total credits

MTE 531................................................................. 2 credits

Curriculum Constructs & Assessment: History and Social Science

MTE 533................................................................. 4 credits

Curriculum Constructs & Assessment: Science and Mathematics

MTE 534................................................................. 2 credits

Curriculum Constructs & Assessment: Visual and Performing Arts

MTE 537 ................................................................. 2 credits

Curriculum Constructs & Assessment: Physical Education and Health

Student Teaching & Field Experience, 8 total credits

ELM 598 ~................................................................. 4 credits

Elementary Student Teaching Part A

ELM 599 ~................................................................. 4 credits

Elementary Student Teaching Part B

The University reserves the right to modify the Required Course of Study.

Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:

• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

• Students residing in Tennessee and/or attending University of Phoenix Online must have an undergraduate degree in a content area recognized by the Tennessee State Board of Education. Refer to the Tennessee State Board of Education website for a list of the recognized degree areas for teacher licensure at the secondary level. The student's undergraduate degree area must be the same as the licensure area sought, student teaching placement, and required state subject area exam.

• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/TED-E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to con-
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 entered in IS3 and the student’s eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

**Degree Requirements for the MAED/TED-E**

- Completion of a minimum of 44 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure 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 course must be comparable in content and credits to the course which meets the following criteria:
  - 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.
  - Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

- The following courses in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 507, MTE 518, MTE 522, MTE 533, RDG 537, SPE 514

- Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Program; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAED/TED-E &amp; 5</td>
<td>MTE 501 MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
</tr>
</tbody>
</table>

**Institutional Recommendation for the MAED/TED-E**

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of school law, state and U.S. Constitution coursework, as required by the state certification agency.
Field Experience for the MAED/TED-E
Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-E
Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- 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.

Additional Academic Program Re-entry Policy for the MAED/TED-E
Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved. Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Course Descriptions for the MAED/TED-E
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
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.

MTE 503 ................................................................................... 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 505 ................................................................................... 2 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

MTE 506 ................................................................................... 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 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 518 ..................................................................................... 3 credits  
**Models, Theories, and Instructional Strategies**  
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.  
MTE 522 ..................................................................................... 3 credits  
**Maintaining an Effective Learning Climate for Elementary Settings**  
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.  
MTE 506 ..................................................................................... 2 credits  
**Child and Adolescent Development**  
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decision-making in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Parent 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, methods, and the reporting of evaluations are explored.  
RDG 537 ..................................................................................... 4 credits  
**Curriculum Constructs and Assessment: Reading and Language Arts**  
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.  
SEI 500 ..................................................................................... 3 credits  
**Structured English Immersion**  
This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELLs), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and ELL Learners acquire English.  
SEI 503 ..................................................................................... 3 credits  
**Advanced Structured English Immersion Methods**  
This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona’s Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.  
SPE 514 ..................................................................................... 2 credits  
**Survey of Special Populations**  
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.  
MTE 531 ..................................................................................... 2 credits  
**Curriculum Constructs & Assessment: History and Social Science**  
This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.  
MTE 533 ..................................................................................... 4 credits  
**Curriculum Constructs & Assessment: Science and Mathematics**  
This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.  
MTE 534 ..................................................................................... 2 credits  
**Curriculum Constructs & Assessment: Visual and Performing Arts**  
This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.  
MTE 537 ..................................................................................... 2 credits  
**Curriculum Constructs & Assessment: Physical Education and Health**  
This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on a scope and sequence, and on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and
self-worth. This course also includes framework-based teaching strategies effective in helping K-8 students achieve the goals of life-long health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas are explored.

**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.

**Master of Arts in Education/Secondary Teacher Education (Tennessee)**

The following Master of Arts in Education (MAEd)/Secondary Teacher Education program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Secondary Teacher Education (MAEd/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at [http://www.phoenix.edu/programs/maed-ted-s](http://www.phoenix.edu/programs/maed-ted-s).

Courses requiring prerequisites are identified by a ~ symbol following the course number.

<table>
<thead>
<tr>
<th>Program Category Requirements and Course Selections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation, 0 total credits</td>
</tr>
<tr>
<td>MTE 507 ~ .......................................................... 0 credits</td>
</tr>
<tr>
<td>Orientation to Teacher Education</td>
</tr>
<tr>
<td>Introductory Course, 1 total credit</td>
</tr>
<tr>
<td>COM 516 ~ .......................................................... 1 credits</td>
</tr>
<tr>
<td>Professional Communications</td>
</tr>
<tr>
<td>Foundations of Education, 2 total credits</td>
</tr>
<tr>
<td>MTE 501 ~ .......................................................... 2 credits</td>
</tr>
<tr>
<td>The Art and Science of Teaching</td>
</tr>
<tr>
<td>Educational Theories and Models, 6 total credits</td>
</tr>
<tr>
<td>SEC 508 ~ .......................................................... 3 credits</td>
</tr>
<tr>
<td>Models, Theories and Strategies for Secondary Education</td>
</tr>
<tr>
<td>MTE 523 ~ .......................................................... 3 credits</td>
</tr>
<tr>
<td>Maintaining an Effective Learning Climate</td>
</tr>
<tr>
<td>Human Development, 2 total credits</td>
</tr>
<tr>
<td>MTE 506 ~ .......................................................... 2 credits</td>
</tr>
<tr>
<td>Child and Adolescent Development</td>
</tr>
<tr>
<td>Assessment, 3 total credits</td>
</tr>
<tr>
<td>MTE 562 ~ .......................................................... 3 credits</td>
</tr>
<tr>
<td>Assessment and Evaluation</td>
</tr>
<tr>
<td>Secondary Reading, 3 total credits</td>
</tr>
<tr>
<td>RDG 542 ~ .......................................................... 3 credits</td>
</tr>
<tr>
<td>Curriculum Constructs &amp; Assessment: Reading Methods for Secondary Settings</td>
</tr>
<tr>
<td>Special Populations, 5 total credits</td>
</tr>
<tr>
<td>SEI 500 ~ .......................................................... 3 credits</td>
</tr>
<tr>
<td>Structured English Immersion</td>
</tr>
<tr>
<td>SPE 514 ~ .......................................................... 2 credits</td>
</tr>
<tr>
<td>Survey of Special Populations</td>
</tr>
<tr>
<td>Secondary Methods and Assessment, 3 total credits</td>
</tr>
<tr>
<td>MTE 559 ~ .......................................................... 3 credits</td>
</tr>
<tr>
<td>Curriculum Constructs and Assessment: Secondary Methods</td>
</tr>
<tr>
<td>Secondary Elective, 3 total credits</td>
</tr>
<tr>
<td>SEI 503 ~ .......................................................... 3 credits</td>
</tr>
<tr>
<td>Advanced Structured English Immersion Methods</td>
</tr>
<tr>
<td>Student Teaching &amp; Field Experience, 8 total credits</td>
</tr>
<tr>
<td>SEC 598 ~ .......................................................... 4 credits</td>
</tr>
<tr>
<td>Secondary Student Teaching Part A</td>
</tr>
<tr>
<td>SEC 599 ~ .......................................................... 4 credits</td>
</tr>
<tr>
<td>Secondary Student Teaching Part B</td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of Study.

Additional Admission Requirements for the MAED/TED-S

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
• Students residing in Tennessee and/or attending University of Phoenix Online must have an undergraduate degree in a content area recognized by the Tennessee State Board of Education. Refer to the Tennessee State Board of Education website for a list of the recognized degree areas for teacher licensure at the secondary level. The campus is responsible for verifying that the student’s undergraduate degree area is the same as the licensure area sought, student teaching placement, and required state subject area exam. The campus verification is not required to be on file at time of admission.

• 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 applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/TED-S

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidacy Status Level 1.

• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  • Demonstration of basic skills proficiency
  • Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Requirements for the MAED/TED-S

• Completion of a minimum of 36 credits.
  • A minimum grade point average (GPA) of 3.0.
  • Satisfactory completion and uploading of the Teacher Work Sample (TWS).
  • Satisfactory completion of any required internship, student teaching, and/or practicum courses.
  • Students must take courses within a sequence specified by course prerequisite requirements.
  • Completion of Field Experience Observation Record (100 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
  • Completion of e-portfolio.
  • In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residence. 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:
  Master of Arts in Education
  Secondary Teacher Education

Academic Progression Requirements for the MAED/TED-S

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

• Immunization or TB test results (District specific)
• Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
• Verification of the completion of 100 hours of field experience. Student’s undergraduate degree area must be the same as the licensure area sought, student teaching placement, and required state subject area exam.

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-S

• A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses in order to student teach: SEC 598 and SEC 599.

• Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.

• If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 518, MTE 523, MTE 559, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514
Students who complete the Teach for America Summer Institute are eligible to waive the following 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 501 MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
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</table>

**Institutional Recommendation for the MAED/TED-S**

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of school law, state and U.S. Constitution coursework, as required by the state certification agency.

**Field Experience for the MAED/TED-S**

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

**Student Teaching for the MAED/TED-S**

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate (e.g., 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

**Additional Academic Program Re-entry Policy for the MAED/TED-S**

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved. Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible.
to re-enter.

**Course Descriptions for the MAED/TED-S**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MTE 507</td>
<td>Orientation to Teacher Education</td>
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<tr>
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<td>MTE 523</td>
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<td>MTE 559</td>
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<td>RDG 542</td>
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<td>3</td>
</tr>
<tr>
<td>SPE 514</td>
<td>Survey of Special Populations</td>
<td>2</td>
</tr>
</tbody>
</table>

**Models, Theories and Strategies for Secondary Education**

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

**Curriculum Constructs & Assessment: Secondary Settings**

This course focuses on the most current research, theory, and methods of teaching literacy, in particular, reading, writing, and technological literacy, in the content areas at the secondary level. Various institutional and assessment techniques are modeled. A practical application project, based on work with a student in a 7th-12th-grade setting, is incorporated into the course requirements.

**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.

**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.

**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.

**Secondary Student Teaching Part A**

This course emphasizes the practical application of educational
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 institutions.

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• 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 applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/TED-E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in I53 and the student's eXp file.

• Demonstration of basic skills proficiency

• Verification of fingerprint clearance

Degree Completion Requirements for the MAED/TED-E

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

• Completion of a minimum of 41 credits.

• A minimum grade point average (GPA) of 3.0.

• Satisfactory completion and uploading of the Teacher Work Sample (TWS).

• Satisfactory completion of any required internship, student teaching, and/or practicum courses.

• Students must take courses within a sequence specified by course prerequisite requirements.

• Completion of Field Experience Observation Record (100 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.

• Completion of e-portfolio.

• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.

• The diploma awarded for this program will read as: Master of Arts in Education Elementary Teacher Education

Academic Progression Requirements for the MAED/TED-E

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

• Immunization or TB test results (District specific)

• Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)

• Students enrolled at a Utah campus must provide verification of a ‘student teaching license’ and submit a copy of the license prior to the student teaching placement.

• Students enrolled at the Utah campus must complete any outstanding credits towards completion of their major/minor as indicated in the admissions requirements prior to student teaching.

• Verification of the completion of 100 hours of field experience candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-E

• A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: ELM 598, ELM 599

• Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.

• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MAED/TED-E

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferrable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally 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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 507, MTE 518, MTE 522, MTE 533, RDG 537, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following 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
Courses Waived

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
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</thead>
<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501, MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
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</tbody>
</table>

Field Experience for the MAED/TED-E

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-E

- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TED-E

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of school law, state and U.S. Constitution coursework, as required by the state certification agency.

Additional Academic Program Re-entry Policy for the MAED/TED-E

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved. Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.
Course Descriptions for the MAED/TED-E

MTE 507 ................................................................. 0 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
COM 516 ........................................................... 1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.
MTE 501 ............................................................ 2 credits
The Art and Science of Teaching
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.
MTE 518 ............................................................ 3 credits
Models, Theories, and Instructional Strategies
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
MTE 522 ............................................................ 3 credits
Maintaining an Effective Learning Climate for Elementary Settings
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 506 ............................................................ 2 credits
Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.
MTE 562 ............................................................ 3 credits
Assessment and Evaluation
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.
RDG 537 ............................................................ 4 credits
Curriculum Constructs & Assessment: Reading and Language Arts
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.
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 multilingual and multicultural education. Students examine methods for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
MTE 531 ............................................................ 2 credits
Curriculum Constructs & Assessment: History and Social Science
This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.
MTE 553 ............................................................ 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 assess-
Online modality in their state. Please contact your enrollment advisor for more information.

The University of Phoenix offers the following Bachelor of Arts in Education/Secondary Teacher Education (Utah) degree program.

**Curriculum Constructs & Assessment: Physical Education and Health**

This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on a scope and sequence, and on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course also includes framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas are explored.

**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.

**Elementary Student Teaching Part B**

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

**Master of Arts in Education/Secondary Teacher Education (Utah)**

The following Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that 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 Courses Selections**

**Orientation, 0 total credits**

MTE 507 ~ ................................................................. 0 credits

Orientation to Teacher Education

**Introductory Course, 1 total credit**

COM 516 ................................................................. 1 credit

Professional Communications

**Foundations of Education, 2 total credits**

MTE 501 ~ ................................................................. 2 credits

The Art and Science of Teaching

**Educational Theories and Models, 6 total credits**

SEC 508 ~ ................................................................. 3 credits

Models, Theories and Strategies for Secondary Education

MTE 523 ................................................................. 3 credits

Maintaining an Effective Learning Climate

**Human Development, 2 total credits**

MTE 506 ~ ................................................................. 2 credits

Child and Adolescent Development

**Assessment, 3 total credits**

MTE 562 ~ ................................................................. 3 credits

Assessment and Evaluation

**Secondary Reading, 3 total credits**

RDG 542 ................................................................. 3 credits

Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

**Special Populations, 5 total credits**

SPE 514 ................................................................. 2 credits

Survey of Special Populations

MTE 553 ................................................................. 3 credits

Instruction and Assessment of English Language Learners

**Secondary Methods and Assessment, 3 total credits**

Students must choose one of the following courses:

MTE 559 ................................................................. 3 credits

Curriculum Constructs and Assessment: Secondary Methods

MTE 564 ................................................................. 3 credits

Curriculum Constructs and Assessment: Secondary Math

MTE 566 ................................................................. 3 credits

Curriculum Constructs & Assessment: Secondary English/Lan-
Students must choose one of the following courses:

- MTE 567: Curriculum Constructs & Assessment: Secondary Science .................................................. 3 credits
- MTE 569: Curriculum Constructs & Assessment: Secondary Science .................................................. 3 credits

Secondary Elective, 3 total credits

- MTE 556: Middle School Foundations and Philosophy ........................................................................ 3 credits
- MAT 504: Adolescent Psychology ........................................................................................................ 3 credits
- MAT 538: Language Development for Secondary Settings ................................................................. 3 credits
- CMP 521: Using Computers in Education ............................................................................................ 3 credits
- MTE 557: Curriculum Constructs & Assessment: Distance Education Methods for Secondary Schools ......................................................................................................................... 3 credits

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.
- 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.

Additional Admission Requirements for the MAED/TED-S

- Students enrolled in this program must have an undergraduate degree from a recognized foreign institution.
- Upon admission, student must have completed all but six (6) semester hours in the required secondary endorsement area. These additional six (6) credits must be completed prior to student teaching. Information regarding endorsement coursework requirements for secondary teacher licensure can be located on the Utah State Office of Education website.
- Students using foreign credentials when enrolling in a program 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 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 applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/TED-S

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.
  - A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: SEC 598, SEC 599

Minimum Grade Requirements for the MAED/TED-S

- 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 entered in IS3 and the student's eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TED-S

- Completion of a minimum of 36 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Demonstration of basic skills proficiency
- Verification of fingerprint clearance

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: Master of Arts in Education
Secondary Teacher Education

Academic Progression Requirements for the MAED/TED-S

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Students enrolled at a Utah campus must provide verification of a "student teaching license" and submit a copy of the license prior to the student teaching placement
- Students enrolled at the Utah campus must complete any outstanding credits towards completion of their major/minor as indicated in the admissions requirements prior to student teaching
- Verification of the completion of 100 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-S

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: SEC 598, SEC 599
Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.

If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MAED/TED-S

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 564, MTE 566, MTE 567, MTE 569, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501 MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
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</tbody>
</table>

Field Experience for the MAED/TED-S

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-S

- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g., 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
• Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
• Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

**Institutional Recommendation for the MAED/TED-S**
• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
• 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.

**Additional Academic Program Re-entry Policy for the MAED/TED-S**
Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.
Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.
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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

**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.

**SEC 508** .....................................................................................3 credits

**Models, Theories and Strategies for Secondary Education**
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

**MTE 523** .....................................................................................3 credits

**Maintaining an Effective Learning Climate**
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

**MTE 506** .....................................................................................2 credits

**Child and Adolescent Development**
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

**MTE 562** .....................................................................................3 credits

**Assessment and Evaluation**
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including standardized, formative and summative, traditional, and performance classroom assessments. Learners focus on using a variety of assessment tools and conduct 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 identifica-
tion, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

MTE 553 ................................................................. 3 credits

**Instruction and Assessment of English Language Learners**

This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

MTE 559 ................................................................. 3 credits

**Curriculum Constructs and Assessment: Secondary Methods**

This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored. This course provides students with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.

MTE 564 ................................................................. 3 credits

**Curriculum Constructs and Assessment: Secondary Math**

This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.

MTE 566 ................................................................. 3 credits

**Curriculum Constructs & Assessment: Secondary English/ Language Arts**

This course explores the application of basic instructional methods to the content area of English/languages arts in middle level and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 567 ................................................................. 3 credits

**Curriculum Constructs & Assessment: Secondary History/ Social Science**

This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 569 ................................................................. 3 credits

**Curriculum Constructs and Assessment: Secondary Science**

This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.

MTE 556 ................................................................. 3 credits

**Curriculum Constructs & Assessment: Distance Education Methods for Secondary Schools**

This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.

MTE 557 ................................................................. 3 credits

**Language Development for Secondary Settings**

This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.

MAT 504 ................................................................. 3 credits

**Adolescent Psychology**

This course provides an overview of adolescent development, including the biological, cognitive, and social changes during the period between childhood and adulthood. The psychosocial developmental period is explored, and current trends and methods of teaching and learning in a middle school are examined and practiced. Previous course description: This course covers adolescent psychology from a historical perspective to present day societal influences and pressures. Current trends and methods of learning in adolescent education will also be covered.

MAT 538 ................................................................. 3 credits

**Middle School Foundations and Philosophy**

This course examines middle level education. It evaluates the structure of middle schools and their characteristics, including curriculum, instruction, and learning in middle level education. It also addresses issues such as managing the middle level environment. Students in this course will demonstrate knowledge through application, analysis, and observation of middle level environments. Previous description: This is a draft of the description. This course examines the junior high and middle school. The course will evalu-
The unique characteristics of the adolescent, diversity among middle school students, structures of middle school, and curriculum and instruction.

**Using Computers in Education**
This course will examine how emerging technology can affect the classroom teacher, school administrator, school board member, students, and parents. Students will explore the impact of technology on curriculum, instructional design, and educational standards. Equity issues and the consequences to students who lack technological skills and knowledge will be the focal point of discussion. Students will get hands-on, interactive experience using a variety of media and technologies to prepare teaching materials, develop curriculum, and deliver instruction.

**SEC 598** ................................................................. 4 credits

**Secondary Student Teaching Part A**
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and preparing, implementing, and evaluating the Classroom Teaching Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

**SEC 599** ................................................................. 4 credits

**Secondary Student Teaching Part B**
This course will focus on the design and implementation of the Classroom Teaching 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/Elementary Teacher Education (MAED/TED-E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-e.

Courses requiring prerequisites are identified by a symbol following the course number.

**Program Category Requirements and Course Selections**

**Orientation, 0 total credits**
- MTE 507 ................................................................. 0 credits
- Orientation to Teacher Education

**Introductory Course, 1 total credit**
- COM 516 ................................................................. 1 credit
- Professional Communications

**Foundations of Education, 2 total credits**
- MTE 501 ~ .............................................................. 2 credits
  - The Art and Science of Teaching

**Educational Theories and Models, 6 total credits**
- MTE 518 ~ .............................................................. 3 credits
  - Models, Theories, and Instructional Strategies
- MTE 522 ................................................................. 3 credits
  - Maintaining an Effective Learning Climate for Elementary Settings

**Human Development, 2 total credits**
- MTE 506 ~ .............................................................. 2 credits
  - Child and Adolescent Development

**Assessment, 3 total credits**
- MTE 502 ~ .............................................................. 3 credits
  - Assessment and Evaluation

**Reading, 9 total credits**
- RDG 537 ~ .............................................................. 4 credits
- Curriculum Constructs & Assessment: Reading and Language Arts
- MTE 536 ................................................................. 3 credits
  - Children’s Literature
- MTE 529 ................................................................. 2 credits

**Special Populations, 5 total credits**
- SPE 514 ................................................................. 2 credits
- Survey of Special Populations
- MTE 553 ................................................................. 3 credits
  - Instruction and Assessment of English Language Learners

**Elementary Methods and Assessment, 10 total credits**
- MTE 531 ................................................................. 2 credits
- Curriculum Constructs & Assessment: History and Social Science
- MTE 533 ................................................................. 4 credits
  - Curriculum Constructs & Assessment: Science and Mathematics
- MTE 534 ................................................................. 2 credits
  - Curriculum Constructs & Assessment: Visual and Performing Arts
- MTE 537 ................................................................. 2 credits
  - Curriculum Constructs & Assessment: Physical Education and Health
Student Teaching & Field Experience, 8 total credits
ELM 598 ~--------------------------------------------------------------- 4 credits
   Elementary Student Teaching Part A
ELM 599 ~--------------------------------------------------------------- 4 credits
   Elementary Student Teaching Part B

The University reserves the right to modify the Required Course of Study.

Additional Admission Requirements for the MAED/TED-E
All applicants are expected to meet the following admissions requirements:
- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus must 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 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.

Candidency Status for the MAED/TED-E
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student's eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Academic Progression Requirements for the MAED/TED-E
Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Students enrolled at the Nevada campus must complete any outstanding credits towards completion of their major/minor as indicated in the admissions requirements prior to student teaching.

- Verification of the completion of 100 hours of field experience. Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-E
- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: ELM 598 and ELM 599.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Degree Completion Requirements for the MAED/TED-E
- The completion of a minimum of 46 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as: 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 of Phoenix, 2013-2014 campus.

Field Experience for the MAED/TED-E

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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 507, MTE 518, MTE 522, MTE 533, RDG 537, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
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<td>SPE 578</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 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.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates must work directly with the Online campus to complete the requirements for verification of placement.

Additional Academic Program Re-entry Policy for the MAED/ TED-E

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since
a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

**Course Descriptions for the MAED/TED-E**

**MTE 507** ................................................................. 0 credits

**Orientation to Teacher Education**

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

**COM 516** ................................................................. 1 credit

**Professional Communications**

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

**MTE 501** ................................................................. 2 credits

**The Art and Science of Teaching**

This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

**MTE 518** ................................................................. 3 credits

**Models, Theories, and Instructional Strategies**

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

**MTE 522** ................................................................. 3 credits

**Maintaining an Effective Learning Climate for Elementary Settings**

This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

**MTE 506** ................................................................. 2 credits

**Child and Adolescent Development**

This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, psychological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

**MTE 562** ................................................................. 3 credits

**Assessment and Evaluation**

This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

**RDG 537** ................................................................. 4 credits

**Curriculum Constructs & Assessment: Reading and Language Arts**

This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

**MTE 536** ................................................................. 3 credits

**Children’s Literature**

This course will examine the use of children’s literature in the elementary school classroom. Various genres will be studied, as well as the application of children’s literature to instruction and assessment in reading. Methods for incorporating the use of children’s literature in all content areas will also be examined.

**MTE 529** ................................................................. 2 credits

**Reading and Phonological Theory**

This course expounds upon the basic premise that systematically integrated phonics instruction is a fundamental component of effective reading programs. Students will study the relevant research and applications that support principles of sequential phonics instruction and phonological awareness and review traditional and contemporary phonics approaches.

**SPE 514** ................................................................. 2 credits

**Survey of Special Populations**

This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, 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 531
Curriculum Constructs & Assessment: History and Social Science
This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.

MTE 533
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
Curriculum Constructs & Assessment: Visual and Performing Arts
This course defines and provides a context for teaching and assessing students in the areas 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
Curriculum Constructs & Assessment: Physical Education and Health
This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on scope, sequence, and state and national standards. This course will include framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course will also include framework-based teaching strategies effective in helping K-8 students achieve the goals of life-long health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas will be explored.

ELM 598

Elementary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods including classroom management, grading, and strategies to increase parent communication and/or family and community involvement. In addition, students will receive practical guidance in securing a teaching position, time management, and developing and maintaining relationships with colleagues and parents. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.

ELM 599

Master of Arts in Education/Secondary Teacher Education (Nevada)

The following Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

MTE 507

Orientation to Teacher Education

In order to remain competitive, the University of Phoenix must follow all federal, state, and local rules and regulations. This includes proper documentation and record-keeping of class attendance. Students who fail to attend classes for any reason may be required to retake the course. The program may be available to residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

MTE 501

The Art and Science of Teaching

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

Orientation, 0 total credits

MTE 507

Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516

Professional Communications

Foundations of Education, 2 total credits

MTE 501

The Art and Science of Teaching
**Educational Theories and Models, 6 total credits**
SEC 508 ~ ................................................................. 3 credits
Models, Theories and Instructional Strategies for Secondary Education
MTE 523 ........................................................................... 3 credits
Maintaining an Effective Learning Climate

**Human Development, 2 total credits**
MTE 506 ~ ................................................................. 2 credits
Child and Adolescent Development

**Assessment, 3 total credits**
MTE 562 ~ ................................................................. 3 credits
Assessment and Evaluation

**Secondary Methods and Assessment, 3 total credits**
RDG 542 ~ ................................................................. 3 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

**Special Populations, 5 total credits**
MTE 553 ........................................................................... 3 credits
Instruction and Assessment of English Language Learners
SPE 514 ........................................................................... 2 credits
Survey of Special Populations

**Secondary Methods and Assessment, 3 total credits**
MTE 564 ........................................................................... 3 credits
Curriculum Constructs and Assessment: Secondary Math
MTE 566 ........................................................................... 3 credits
Curriculum Constructs & Assessment: Secondary English/Language Arts
MTE 567 ........................................................................... 3 credits
Curriculum Constructs & Assessment: Secondary History/Social Science
MTE 569 ........................................................................... 3 credits
Curriculum Constructs and Assessment: Secondary Science

**Secondary Elective, 3 total credits**
MTE 556 ........................................................................... 3 credits
Curriculum Constructs & Assessment: Distance Education Methods for Secondary Schools
MTE 557 ........................................................................... 3 credits
Language Development for Secondary Settings
MAT 504 ........................................................................... 3 credits
Adolescent Psychology
MAT 538 ........................................................................... 3 credits
Middle School Foundations and Philosophy
CMP 521 ........................................................................... 3 credits
Using Computers in Education

**Student Teaching & Field Experience, 8 total credits**
SEC 598 ~ ................................................................. 4 credits
Secondary Student Teaching Part A
SEC 599 ~ ................................................................. 4 credits
Secondary Student Teaching Part B
The University reserves the right to modify the required course of Study.

**Additional Admission Requirements for the MAED/TED-S**

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- 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 Nevada Department 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.
- 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 entered in IS3 and the student’s eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

**Academic Progression Requirements for the MAED/TED-S**
Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Students enrolled at the Nevada campus must complete any outstanding credits towards completion of their major/minor as indicated in the admissions requirements prior to student teaching.
- Verification of the completion of 100 hours of field experience.

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.
Minimum Grade Requirements for the MAED/TED-S
- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: SEC 598 and SEC 599.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Degree Completion Requirements for the MAED/TED-S
- The completion of a minimum of 36 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as: 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 based on regional accreditation and 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 the most 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.
- Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 564, MTE 566, MTE 567, MTE 569, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

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Field Experience for the MAED/TED-S
Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-S
Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
• Student teaching can only be repeated one time.
• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
• Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
• Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
• Candidates in the MAED/TED program may not student teach in special education.
• MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

• Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
• Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Additional Academic Program Re-entry Policy for the MAED/TED-S

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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.

SEC 508 ................................................................................... 3 credits
Models, Theories and Strategies for Secondary Education
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 523 ................................................................................... 3 credits

Maintaining an Effective Learning Climate
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 506 ................................................................................... 2 credits

Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, 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 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 Elementary 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 564 ....................................................................................3 credits

Curriculum Constructs and Assessment: Secondary Math
This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.

MTE 566....................................................................................3 credits

Curriculum Constructs & Assessment: Secondary English/ Language Arts
This course explores the application of basic instructional methods to the content area of English/language arts in middle level and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 567 ....................................................................................3 credits

Curriculum Constructs & Assessment: Secondary History/ Social Science
This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 569 ....................................................................................3 credits

Curriculum Constructs and Assessment: Secondary Science
This course explores the application of basic instructional methods and strategies of teaching 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 566....................................................................................3 credits

Curriculum Constructs & Assessment: Distance Education Methods for Secondary Schools
This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.

MTE 557 ....................................................................................3 credits

Language Development for Secondary Settings
This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.

MAT 504 ....................................................................................3 credits

Adolescent Psychology
This course provides an overview of adolescent development, including the biological, cognitive, and social changes during the
period between childhood and adulthood. The psychosocial developmental period is explored, and current trends and methods of teaching and learning in a middle school are examined and practiced.

MAT 538 ................................................................. 3 credits

**Middle School Foundations and Philosophy**

This course examines middle level education. It evaluates the structure of middle schools and their characteristics, including curriculum, instruction, and learning in middle level education. It also addresses issues such as managing the middle level environment.

Students in this course will demonstrate knowledge through application, analysis, and observation of middle level environments.

CMP 521 ........................................................................ 3 credits

**Using Computers in Education**

This course will examine how emerging technology can affect the classroom teacher, school administrator, school board member, students, and parents. Students will explore how technology has impacted curriculum, instructional design, and educational standards. Equity issues and the consequences to students who lack technological skills and knowledge will be the focal point of discussion.

Students will get hands-on, interactive experience using a variety of media and technologies to prepare teaching materials, develop curriculum, and deliver instruction.

SEC 598 ........................................................................ 4 credits

**Secondary Student Teaching Part A**

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SEC 599 ........................................................................ 4 credits

**Secondary Student Teaching Part B**

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

**Master of Arts in Education/Special Education (Hawaii)**

The following Master of Arts in Education/Special Education (MAED/SPE) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

Special Education is a graduate degree program preparing candidates for teacher licensure in the field of special education. Candidates for this program have already earned a bachelor’s degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming effective special education educators. The program’s curriculum includes orientation to the exceptional child, foundations and methodologies of mild disabilities, diagnosis and assessment of disabilities, structured English immersion, reading and language arts instruction, inclusion strategies, and collaboration and resource management for the special educator. Through-out the program, students are required to complete a minimum of 100 hours of verified field experiences. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s electronic portfolio. Students’ field experiences are designed to prepare them for student teaching. Student teaching is an integral component of the Special Education Program. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor during a field-based experience in a cross-categorical special education setting. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified teacher. The degree program has a research component as well. This component requires an Action Research Project. The project integrates the theoretical aspects of special education and the practical experience of the adult learner through the identification and exploration of a significant problem related to the student’s area of professional responsibilities and interest.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-spe.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Program Category Requirements and Course Selections**

**Orientation, 0 total credits**

MTE 507 ........................................................................ 0 credits

Orientation to Teacher Education

**Introductory Course, 1 total credit**

COM 516 ........................................................................ 1 credit

Professional Communications

**Foundations of Special Education, 3 total credits**

SPE 513 ~ ........................................................................ 3 credits

Orientation to the Exceptional Child

**Educational Theories and Models, 9 total credits**

SPE 517 ~ ........................................................................ 3 credits

Models, Theories and Instructional Strategies for SPE

SPE 546 ~ ........................................................................ 3 credits

Special Education Methods

SPE 575 ........................................................................ 3 credits

Inclusion Strategies of the Special Educator

**Assessment, 3 total credits**

SPE 512 ~ ........................................................................ 3 credits

Special Education Assessment and Interpretation

**Reading, 4 total credits**

RDG 570 ~ ........................................................................ 4 credits

Curriculum Const and Assmt: Reading and Lang Arts for SPE

**Instruction and Management for Special Needs Students, 15 total credits**

MTE 553 ........................................................................ 3 credits

Instruction and Assessment of English Language Learners

SPE 574 ~ ........................................................................ 3 credits

Characteristics of Intellectual/Developmental Disabilities
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.

All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/SPE

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/SPE

- A minimum of 43 graduate credits in the Required Program Category Preferred Sequence.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours).
  To ensure students meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Special Education

Academic Progression Requirements for the MAED/SPE

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam.
- 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 594, SPE 595.

Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.

Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete the MAED/SPE program. Candidates who do not earn a "B" or better will be required to repeat the seminars and student teaching.

If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/SPE

- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.
- 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.
• Online students may submit a passing score on a comparable professional knowledge examination from another state or agency taken within the past 7 years.

Residency Requirements and Course Waivers for the MAED/SPE

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed 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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived:
- COM 516, MTE 507, RDG 570, SPE 546, SPE 559, SPE 575, SPE 578, SPE 594, SPE 595

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Program; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
</tr>
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<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501 MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
</tr>
</tbody>
</table>

Field Experience for the MAED/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 be currently teaching in a K-12 cross-categorical special education setting that meets their state requirements for student teaching.
• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. 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.

Candidates attending the Online campus who live in Hawaii, must transfer to the Hawaii ground campus for their student teaching experience and student teaching seminars. These courses will allow students to complete their MAED/SPE program and earn a Hawaii credential.
Additional Academic Program Re-entry Policy for the MAED/SPE

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved. Candidates who have been out of attendance for more than one year and are lacking courses in addition to student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Course Descriptions for the MAED/SPE

MTE 507 ..................................................................................... 0 credits

Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

COM 516 .................................................................................... 1 credit

Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

SPE 512 ..................................................................................... 3 credits

Orientation to the Exceptional Child
This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.

SPE 578 ..................................................................................... 3 credits

Models, Theories and Instructional Strategies for SPE
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

SPE 546 ..................................................................................... 3 credits

Special Education Methods
This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.

SPE 575 ..................................................................................... 3 credits

Inclusion Strategies of the Special Educator
This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.

SPE 512 ..................................................................................... 3 credits

Special Education Assessment and Interpretation
This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child’s abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavioral recommendations are discussed.

RDG 570 .................................................................................. 4 credits

Curriculum Const and Assmt: Reading and Lang Arts for SPE
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

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.
disabilities. Causes attributed to learning disabilities, the referral process, and available program/service delivery options are examined. Various assessment and remediation techniques, as well as the utilization of appropriate classroom materials, are analyzed, and evaluative and curricular modifications for students in inclusive settings are explored.

SPE 544 ..................................................................................... 3 credits

**Characteristics of Emotional & Behavioral Disorders**

This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.

SPE 596 ..................................................................................... 3 credits

**Characteristics of Physical & Health Disabilities**

This course provides an overview of the unique characteristics, learning styles, and challenges faced by children with physical handicaps and other health disabilities. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special services within the schools. Various program models available through public, private, and hospital settings will be reviewed. The impact of inclusive education and self-contained placements on this population will be analyzed.

SPE 594 ..................................................................................... 4 credits

**Special Education Student Teaching: Part A**

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 595 ..................................................................................... 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 (New Mexico)**

The following Master of Arts in Education/Special Education (MAED/SPE) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online modality 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. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor during a field-based experience in a cross-categorical special education setting. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified teacher.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-spe.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Program Category Requirements and Course Selections**

**Orientation, 0 total credits**

MTE 507 ..................................................................................... 0 credits

Orientation to Teacher Education

**Introductory Course, 1 total credit**

COM 516 ..................................................................................... 1 credit

Professional Communications

**Foundations of Special Education, 3 total credits**

SPE 513 ~ ..................................................................................... 3 credits

Orientation to the Exceptional Child

**Educational Theories and Models, 9 total credits**

SPE 578 ~ ..................................................................................... 3 credits

Models, Theories and Instructional Strategies for SPE

SPE 546 ~ ..................................................................................... 3 credits

Special Education Methods

SPE 575 ..................................................................................... 3 credits

Inclusion Strategies of the Special Educator

**Assessment, 3 total credits**

SPE 512 ~ ..................................................................................... 3 credits

Special Education Assessment and Interpretation

**Reading, 7 total credits**

RDG 570 ..................................................................................... 4 credits

Curriculum Const and Assmt: Reading and Lang Arts for SPE

RDG 535 ~ ..................................................................................... 3 credits

Diagnosis & Remediation of Reading Difficulties

**Instruction and Management for Special Needs Students, 12 total credits**

SPE 574 ~ ..................................................................................... 3 credits

Characteristics of Intellectual/Developmental Disabilities

SPE 559 ~ ..................................................................................... 3 credits

Characteristics of Learning Disabilities

SPE 544 ~ ..................................................................................... 3 credits

Characteristics of Emotional & Behavioral Disorders
SPE 556 ~ Characteristics of Physical & Health Disabilities 
3 credits

Student Teaching, 8 total credits
SPE 594 ~ Special Education Student Teaching: Part A 
4 credits
SPE 595 ~ Special Education Student Teaching: Part B 
4 credits

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/SPE
All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus must 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 applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/SPE
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in I3 and the student’s eXp file.
  - Students must take and pass a New Mexico assessment of teacher basic skills.
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/SPE
- A minimum of 43 graduate credits in the Required Program Category Preferred Sequence.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.

- Completion of Field Experience Observation Record (100 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Special Education

Academic Progression Requirements for the MAED/SPE
Candidates must provide verification of the following prior to beginning their student teaching experience:

- Immunization or TB test results. (District specific)
- Students must take and pass the New Mexico content knowledge assessment in Special Education.
- Verification of the completion of 100 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/SPE
- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: SPE 594, SPE 595
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete the MAED/SPE program. Candidates who do not earn a "B" or better will be required to repeat the seminars and student teaching.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/SPE
- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.
- Online students may submit a passing score on a comparable professional knowledge examination from another state or agency taken within the past 7 years.
Residency Requirements and Course Waivers for the MAED/SPE

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, RDG 570, SPE 546, SPE 559, SPE 575, SPE 578, SPE 594, SPE 595

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501 MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
</tr>
</tbody>
</table>

Field Experience for the MAED/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 be currently teaching in a K-12 cross-categorical special education setting that meets their state requirements for student teaching.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample Project.

Additional Academic Program Re-entry Policy for the MAED/SPE

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version. Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.
Course Descriptions for the MAED/SPE

MTE 507 ....................................................................................0 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

COM 516 ....................................................................................1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

SPE 513 .....................................................................................3 credits
Orientation to the Exceptional Child
This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.

SPE 578 .....................................................................................3 credits
Models, Theories and Instructional Strategies for SPE
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

SPE 546 .....................................................................................3 credits
Special Education Methods
This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.

SPE 579 .....................................................................................3 credits
Inclusion Strategies of the Special Educator
This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.

SPE 512 .....................................................................................3 credits
Special Education Assessment and Interpretation
This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child’s abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavior recommendations are discussed.

RDG 570 ....................................................................................4 credits
Curriculum Const and Asssmt: Reading and Lang Arts for SPE
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

RDG 533 .....................................................................................3 credits
Diagnosis & Remediation 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.

SPE 554 .....................................................................................3 credits
Characteristics of Intellectual/Developmental Disabilities
This course examines issues related to the instruction of students with intellectual and developmental disabilities. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families with children with intellectual and developmental disabilities.

SPE 559 .....................................................................................3 credits
Characteristics of Learning Disabilities
This course examines the characteristics of students with learning disabilities. Causes attributed to learning disabilities, the referral process, and available program/service delivery options are examined. Various assessment and remediation techniques, as well as the utilization of appropriate classroom materials, are analyzed, and evaluative and curricular modifications for students in inclusive settings are explored.

SPE 544 .....................................................................................3 credits
Characteristics of Emotional & Behavioral 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 594 ................................................................................. 4 credits

**Special Education Student Teaching: Part A**

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.
SPE 595 ................................................................................. 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 (Colorado)**

The following Master of Arts in Education/Special Education (MAED/SPE) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

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. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor during a field-based experience in a cross-categorical special education setting. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified teacher.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-spe.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Program Category Requirements and Course Selections**

**Orientation, 0 total credits**
MTE 507 ................................................................................. 0 credits
Orientation to Teacher Education
Introductory Course, 1 total credit
COM 516 ................................................................................. 1 credit

**Professional Communications**

**Foundations of Special Education, 3 total credits**
SPE 513 ~ ................................................................................. 3 credits
Orientation to the Exceptional Child

**Educational Theories and Models, 9 total credits**
SPE 578 ~ ................................................................................. 3 credits
Models, Theories and Instructional Strategies for SPE
SPE 546 ~ ................................................................................. 3 credits
Special Education Methods
SPE 575 ................................................................................. 3 credits
Inclusion Strategies of the Special Educator

**Assessment, 3 total credits**
SPE 512 ~ ................................................................................. 3 credits
Special Education Assessment and Interpretation

**Reading, 3 total credits**
RDG 500 ~ ................................................................................. 3 credits
Scientifically Based Reading Instruction

**Math, 3 total credits**
MTH 506 ................................................................................. 4 credits
Methods of Teaching Mathematics

**Instruction and Management for Special Needs Students, 15 total credits**
MTE 507 ................................................................................. 0 credits
Instruction and Assessment of English Language Learners
SPE 559 ~ ................................................................................. 3 credits
Characteristics of Learning Disabilities
SPE 574 ~ ................................................................................. 3 credits
Characteristics of Intellectual/Developmental 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 594 ~ ................................................................................. 4 credits
Special Education Student Teaching: Part A
SPE 595 ~ ................................................................................. 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**

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.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

**Candidacy Status for the MAED/SPE**

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- **Level 1 Candidate Status is completed upon admission to the University.** Students who are admitted have met the requirements for Candidate Status Level 1.
- **Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program.** To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

**Degree Completion Requirements for the MAED/SPE**

- Completion of a minimum of 45 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (200 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Special Education

**Academic Progression Requirements for the MAED/SPE**

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Verification of content knowledge mastery prior to student teaching ((PLACE or PRAXIS) Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

**Minimum Grade Requirements for the MAED/SPE**

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: SPE 594, SPE 595
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

**Institutional Recommendation for the MAED/SPE**

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

**Residency Requirements and Course Waivers for the MAED/SPE**

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, RDG 500, SPE 546, SPE 559, SPE 573, SPE 578, SPE 594, SPE 595.

Colorado Students in the CERT/SPE program who have successfully completed all courses and wish to earn a master's degree will waive SPE 594 and SPE 595 Student Teaching Part A and Part B with credit. These students will be required to complete MTE 553 Instruction and Assessment of English Language Learners and MTE 562 Assessment and Evaluation.

**Field Experience for the MAED/SPE**

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 15 weeks 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 vary in specific 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/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 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/SPE program must student teach in the appropriate cross-categorical special education student teaching setting.
- Students who are already teaching in an appropriate K-12 generalist special education environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students in the MAED/SPE program must be currently teaching in a K-12 generalist special education setting that meets their state requirements for student teaching.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 15 weeks of student teaching, including the completion of a Teacher Work Sample project.

**Additional Academic Program Re-entry Policy for the MAED/SPE**

SPE Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved. Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary. 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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

**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 methodologies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

**SPE 513** ...................................................................................................... 3 credits

**Orientation to the Exceptional Child**

This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.

**SPE 578** ..................................................................................................... 3 credits

**Models, Theories and Instructional Strategies for SPE**

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

**SPE 546** ...................................................................................................... 3 credits

**Special Education Methods**

This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of
the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.

SPE 575 ....................................................................................3 credits

**Inclusion Strategies of the Special Educator**

This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.

SPE 512 ....................................................................................3 credits

**Special Education Assessment and Interpretation**

This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child’s abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavioral recommendations are discussed.

RDG 500 ....................................................................................3 credits

**Scientifically Based Reading Instruction**

This course focuses on scientifically based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of No Child Left Behind and state reading/language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children’s performance in reading and in the language arts are also emphasized.

MTH 506 ....................................................................................3 credits

**Methods of Teaching Mathematics**

This course focuses on the methodology and assessment strategies that enhance learning in elementary mathematics. Topics include an overview of mathematics content and process standards, developmentally appropriate instructional strategies, assessment, and classroom and materials management.

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 574 ....................................................................................3 credits

**Characteristics of Intellectual/Developmental Disabilities**

This course examines issues related to the instruction of students with intellectual and developmental disabilities. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families with children with intellectual and developmental disabilities.

SPE 559 ....................................................................................3 credits

**Characteristics of Learning Disabilities**

This course examines the characteristics of students with learning disabilities. Causes attributed to learning disabilities, the referral process, and available program/service delivery options are examined. Various assessment and remediation techniques, as well as the utilization of appropriate classroom materials, are analyzed, and evaluative and curricular modifications for students in inclusive settings are explored.

SPE 544 ....................................................................................3 credits

**Characteristics of Emotional & Behavioral Disorders**

This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.

SPE 556 ....................................................................................3 credits

**Characteristics of Physical & Health Disabilities**

This course provides an overview of the unique characteristics, learning styles, and challenges faced by children with physical handicaps and other health disabilities. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special services within the schools. Various program models available through public, private, and hospital settings will be reviewed. The impact of inclusive education and self-contained placements on this population will be analyzed.

SPE 594 ....................................................................................4 credits

**Special Education Student Teaching: Part A**

This course 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 595 ....................................................................................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 (Utah)**

The following Master of Arts in Education/Special Education (MAED/ SPE) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online...
modality in their state. Please contact your enrollment advisor for more information.

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. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor during a field-based experience in a cross-categorical special education setting. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified teacher. The degree program has a research component as well. This component requires an Action Research Project. The project integrates the theoretical aspects of special education and the practical experience of the adult learner through the identification and exploration of a significant problem related to the student’s area of professional responsibilities and interest.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-spe.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

**Orientation, 0 total credits**

MTE 507 ................................................................. 0 credits

**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, 6 total credits**

SPE 578 ~ .............................................................. 3 credits

Models, Theories and Instructional Strategies for SPE

SPE 546 ~ .............................................................. 3 credits

Special Education Methods

**Human Development, 2 total credits**

MTE 506 ................................................................. 2 credits

Child and Adolescent Development

**Assessment, 3 total credits**

SPE 512 ~ .............................................................. 3 credits

Special Education Assessment and Interpretation

**Reading, 3 total credits**

RDG 535 ~ ............................................................. 3 credits

Diagnosis & Remediation of Reading Difficulties

**Math, 3 total credits**

MTH 506 ~ ............................................................. 3 credits

Methods of Teaching Mathematics

**Instruction and Management for Special Needs Students, 12 total credits**

SPE 559 ~ ............................................................. 3 credits

Characteristics of Learning Disabilities

SPE 544 ~ ............................................................. 3 credits

Characteristics of Intellectual/Developmental Disabilities

SPE 543 ~ ............................................................. 3 credits

Characteristics of Emotional & Behavioral Disorders

SPE 575 ............................................................... 3 credits

Inclusion Strategies of the Special Educator

**Student Teaching, 8 total credits**

SPE 594 ~ ............................................................. 4 credits

Special Education Student Teaching: Part A

SPE 595 ~ ............................................................. 4 credits

Special Education Student Teaching: Part B

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/SPE

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/SPE

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
• Demonstration of basic skills proficiency
• Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/SPE
• A minimum of 41 graduate credits in the Required Program Category Preferred Sequence.
• A minimum grade point average (GPA) of 3.0.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• Completion of Field Experience Observation Record (100 hours).
• Passing scores on the designated state content knowledge exam.
• Immunization or TB test results (District specific).

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)
• Passing scores on the designated state content knowledge exam.
• 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.

Minimum Grade Requirements for the MAED/SPE
A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: SPE 594, SPE 595

• Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete the MAED/SPE program. Candidates who do not earn a "B" or better will be required to repeat the seminars and student teaching.
• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/SPE
• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
• Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
• Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

Residency Requirements and Course Waivers for the MAED/SPE
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a 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.
• Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
• The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, SPE 546, SPE 594, SPE 595 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 &amp; S</td>
<td>MTE 501 MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
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</tbody>
</table>

Field Experience for the MAED/SPE
Beginning with the first course, and throughout the program, can-
candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

**Student Teaching for the MAED/SPE**

- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- 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.
- Students enrolled in the MAED/SPE program must student teach in the appropriate cross-categorical special education student teaching setting.
- Students who are already teaching in an appropriate K-12 cross-categorical special education environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students in the MAED/SPE program must be currently teaching in a K-12 cross-categorical special education setting that meets their state requirements for student teaching.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

**Additional Academic Program Re-entry Policy for the MAED/SPE**

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may re-enter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

**Course Descriptions for the MAED/SPE**

**MTE 507** ................................................................. 0 credits

**Orientation to Teacher Education**

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

**COM 516** ................................................................. 1 credit

**Professional Communications**

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

**SPE 513** ................................................................. 3 credits

**Orientation to the Exceptional Child**

This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.

**SPE 578** ................................................................. 3 credits

**Models, Theories and Instructional Strategies for SPE**

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

**SPE 546** ................................................................. 3 credits

**Special Education Methods**

This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.

**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 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.

**SPE 512** ................................................................. 3 credits

**Special Education Assessment and Interpretation**

This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child’s abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavioral recommendations are discussed.

**RDG 535** ................................................................. 3 credits

**Diagnosis & Remediation 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.

**MTH 506** ................................................................. 3 credits

**Methods of Teaching Mathematics**

This course focuses on the methodology and assessment strategies that enhance learning in elementary mathematics. Topics include an overview of mathematics content and process standards, developmentally appropriate instructional strategies, assessment, and classroom and materials management.

**SPE 559** ................................................................. 3 credits

**Characteristics of Learning Disabilities**

This course examines the characteristics of students with learning disabilities. Causes attributed to learning disabilities, the referral process, and available program/service delivery options are examined. Various assessment and remediation techniques, as well as the utilization of appropriate classroom materials, are analyzed, and evaluative and curricular modifications for students in inclusive settings are explored.

**SPE 574** ................................................................. 3 credits

**Characteristics of Intellectual/Developmental Disabilities**

This course examines issues related to the instruction of students with intellectual and developmental disabilities. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families with children with intellectual and developmental disabilities.

**SPE 544** ................................................................. 3 credits

**Characteristics of Emotional & Behavioral Disorders**

This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.

**SPE 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 594** ................................................................. 4 credits

**Special Education Student Teaching: Part A**

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

**SPE 595** ................................................................. 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 (Nevada)**

The following Master of Arts in Education/Special Education (MAED/SPE) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

Special Education is a graduate degree program preparing candidates for teacher licensure in the field of special education. Candidates for this program have already earned a bachelor’s degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming effective special education educators. The program’s curriculum includes orientation to the exceptional child, foundations and methodologies of mild disabilities, diagnosis and assessment of disabilities, structured English immersion, reading and language arts instruction, inclusion strategies, and collaboration and resource management for the special educator. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s electronic portfolio. Students’ field experiences are designed to prepare them for student teaching. Student teaching is an integral component of the Special Education Program. Student teachers work with a cooperating teacher and 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 achieve-
ment of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified teacher. The degree program has a research component as well. This component requires an Action Research Project. The project integrates the theoretical aspects of special education and the practical experience of the adult learner through the identification and exploration of a significant problem related to the student's area of professional responsibilities and interest.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-spe.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Program Category Requirements and Course Selections**

**Orientation, 0 total credits**

MTE 507 ................................................................. 0 credits

Orientation to Teacher Education

**Introductory Course, 1 total credit**

COM 516 ................................................................. 1 credit

Professional Communications

**Foundations of Special Education, 3 total credits**

SPE 513 ................................................................. 3 credits

Orientation to the Exceptional Child

**Educational Theories and Models, 6 total credits**

MTE 523 ................................................................. 3 credits

Maintaining an Effective Learning Climate

SPE 546 ................................................................. 3 credits

Special Education Methods

**Human Development, 3 total credits**

MTE 505 ................................................................. 3 credits

Child and Adolescent Development

**Assessment, 3 total credits**

SPE 512 ................................................................. 3 credits

Special Education Assessment and Interpretation

**Reading, 4 total credits**

RDG 570 ................................................................. 4 credits

Curriculum Const and Assmt: Reading and Lang Arts for SPE

**Math, 3 total credits**

MTH 506 ................................................................. 3 credits

Methods of Teaching Mathematics

**Instruction and Management for Special Needs Students, 12 total credits**

MTE 553 ................................................................. 3 credits

Instruction and Assessment of English Language Learners

SPE 557 ................................................................. 3 credits

Collaboration with Families of Students with Disabilities

SPE 558 ................................................................. 3 credits

Transition Planning for Adolescents with Disabilities

SPE 591 ................................................................. 3 credits

Characteristics of Exceptionalities

**Student Teaching, 8 total credits**

SPE 594 ................................................................. 4 credits

Special Education Student Teaching: Part A

SPE 595 ~ ................................................................. 4 credits

Special Education Student Teaching: Part B

The University reserves the right to modify the Required Course of Study.

**Additional Admission Requirements for the MAED/SPE**

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside.
- In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

**Candidacy Status for the MAED/SPE**

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

**Degree Completion Requirements for the MAED/SPE**

- A minimum of 43 graduate credits in the Required Program Category Preferred Sequence.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure students meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
- Completion of e-portfolio.
• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
• The diploma awarded for this program will read as: Master of Arts in Education Special Education

Academic Progression Requirements for the MAED/SPE
Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
• Immunization or TB test results (District specific)
• Passing scores on the designated state content knowledge exam (cross-categorical [generalist] special education content area specific)
• Verification of the completion of 100 hours of field experience
Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/SPE
• A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses: SPE 594 and SPE 595.
• Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• 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/SPE
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.
In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, RDG 570, SPE 546, SPE 557, SPE 558, SPE 591, SPE 594, SPE 595.

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
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<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501 MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</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, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/SPE
Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
• Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
• Student teaching can only be repeated one time.
• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
• Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
• Candidates enrolled in the MAED/SPE program must student teach in the appropriate cross-categorical (generalist) special education student teaching setting.
• Students who are already teaching in an appropriate K-12 cross-categorical (generalist) special education environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students in the MAED/SPE program must be currently teaching in a K-12 cross-categorical (generalist) special education setting that meets their state requirements for student teaching.
• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

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 school law, state and U.S. Constitution coursework, as required by the state certification agency.

Additional Academic Program Re-entry Policy for the MAED/SPE
Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Course Descriptions for the MAED/SPE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTE 507</td>
<td>Orientation to Teacher Education</td>
<td>0 credits</td>
</tr>
<tr>
<td>COM 516</td>
<td>Professional Communications</td>
<td>1 credit</td>
</tr>
<tr>
<td>RDG 570</td>
<td>Special Education Assessment and Interpretation</td>
<td>4 credits</td>
</tr>
<tr>
<td>SPE 512</td>
<td>Child and Adolescent Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>MTE 523</td>
<td>Special Education Methods</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

SPE 513: Orientation to the Exceptional Child
This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.

MTE 523: Special Education Methods
This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration, and professional/ethical practices are also considered.

SPE 512: 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 570: Special Education Assessment and Interpretation
This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child’s abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavioral recommendations are discussed.

Curriculum Const and Assmt: Reading and Lang Arts for SPE
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8
school setting, is incorporated into the course requirements.

MTH 506 .................................................................3 credits

Methods of Teaching Mathematics
This course focuses on the methodology and assessment strategies that enhance learning in elementary mathematics. Topics include an overview of mathematics content and process standards, developmentally appropriate instructional strategies, assessment, and classroom and materials management.

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 557 .................................................................3 credits

Collaboration with Families of Students with Disabilities
This course focuses on the interrelationships of varied services for students with disabilities. Emphasis is placed on meeting the academic and social-emotional needs of students with disabilities by working with parents, professionals, and community services to develop collaborative and productive professional relationships.

SPE 558 ..........................................................................................3 credits

Transition Planning for Adolescents with Disabilities
This course focuses on the role of the special education teacher as he/she transitions adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Students will learn skills and concepts in working with students with special needs, parental involvement, and the community.

SPE 591 .................................................................3 credits

Characteristics of Exceptionalities
This course examines teaching and managing students with mild disabilities. Special emphasis is placed on learning disabilities, mental retardation, and emotional disabilities. The etiology, characteristics, philosophies, service delivery models available, methods of instruction, and behavior management techniques of each disability area are discussed in depth.

SPE 594 ..........................................................................................4 credits

Special Education Student Teaching: Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 595 ..........................................................................................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

The following Master of Arts in Education/Special Education (MAED/SPE) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states.

Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

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. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor during a field-based experience in a cross-categorical special education setting. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified teacher.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-spe.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

Orientation, 0 total credits

MTE 507 ..........................................................................................0 credits

Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 ..........................................................................................1 credit

Professional Communications

Foundations of Special Education, 3 total credits

SPE 513 ~ .................................................................3 credits
Orientation to the Exceptional Child

Educational Theories and Models, 9 total credits
SPE 578 ~ ................................................................. 3 credits
Models, Theories and Instructional Strategies for SPE
SPE 546 ~ ................................................................. 3 credits
Special Education Methods
SPE 575 ................................................................. 3 credits
Inclusion Strategies of the Special Educator
SPE 584 ~ ................................................................. 3 credits
Learning Disabilities and Language and Development Disorders
MTH 575 ................................................................. 3 credits
Mathematics Instruction for Special Education

Assessment, 3 total credits
SPE 512 ................................................................. 3 credits
Special Education Assessment and Interpretation

Reading, 4 total credits
RDG 570 ~ ................................................................. 4 credits
Curriculum Const and Assmt: Reading and Lang Arts for SPE

Instruction and Management for Special Needs Students, 18 total credits
SEI 500 ................................................................. 3 credits
Structured English Immersion
SEI 503 ~ ................................................................. 3 credits
Advanced Structured English Immersion Methods
SPE 574 ~ ................................................................. 3 credits
Characteristics of Intellectual/Developmental Disabilities
SPE 559 ~ ................................................................. 3 credits
Characteristics of Learning Disabilities
SPE 544 ~ ................................................................. 3 credits
Characteristics of Emotional & Behavioral Disorders
SPE 556 ~ ................................................................. 3 credits
Characteristics of Physical & Health Disabilities
SPE 576 ~ ................................................................. 3 credits
Characteristics of Autism Spectrum Disorders

Student Teaching, 8 total credits
SPE 594 ~ ................................................................. 4 credits
Special Education Student Teaching: Part A
SPE 595 ~ ................................................................. 4 credits
Special Education Student Teaching: Part B

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/SPE

All applicants are expected to meet the following admissions requirements:

• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/SPE

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXP file.
  • Demonstration of basic skills proficiency
  • Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/SPE

• Completion of a minimum of 46 credits. All but six (6) credits of the major course of study must be completed at the University to meet residency requirements.

• A minimum grade point average (GPA) of 3.0.

• Satisfactory completion and uploading of the Teacher Work Sample (TWS).

• Satisfactory completion of any required internship, student teaching, and/or practicum courses.

• Students must take courses within a sequence specified by course prerequisite requirements.

• Completion of Field Experience Observation Record (100 hours). To ensure students meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.

• Completion of e-portfolio.

• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.

• The diploma awarded for this program will read as: Master of Arts in Education
Special Education

Academic Progression Requirements for the MAED/SPE

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

• Immunization or TB test results (District specific)
• Passing scores on the designated state content knowledge exam.
• Verification of the completion of 100 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/SPE

• A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: SPE 594, SPE 595
• Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete the MAED/SPE program. Candidates who do not earn a "B" or better will be required to repeat the seminars and student teaching.
• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/SPE

• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
• Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
• Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

Residency Requirements and Course Waivers for the MAED/SPE

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived:
COM 516, MTE 507, RDG 570, SPE 546, SPE 559, SPE 575, SPE 578, SPE 594, SPE 595

Arizona residents may waive SEI 500 and/or SEI 503 with an Arizona Department of Education approved SEI course (institution of higher education or approved district workshop) OR verification of one of the following endorsements:
• Arizona Provisional SEI Endorsement (SEI/500)
• Arizona Full SEI Endorsement (SEI/500 and SEI/503)
• Arizona English as a Second Language Endorsement
• Arizona Bilingual Endorsement

Approved SEI courses/workshops can be found at: https://www.ade.az.gov/oelas/.

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
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<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501 MTE 506 MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
</tr>
</tbody>
</table>

Field Experience for the MAED/SPE

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation/interview, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/SPE

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

• Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
• Candidates must earn a “B” or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a “B” or better will be required to repeat the seminar and student teaching.
• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
• Student teaching can only be repeated one time.
• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
• Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
• Candidates enrolled in the MAED/SPE program must student teach in the appropriate cross-categorical special education student teaching setting.
• Students who are already teaching in an appropriate K-12 cross-categorical special education environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students in the MAED/SPE program must be currently teaching in a K-12 cross-categorical special education setting that meets their state requirements for student teaching.
• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Special Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

• Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
• Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Arizona Teaching Intern Certificate Program
The requirements for initial issuance of the teaching intern certificate are:
• A Bachelor’s degree or higher from an accredited institution
• A passing score on one or more subject knowledge portions of the Arizona Teacher Proficiency Assessment that corresponds to the applicant’s teaching assignment(s)
• Completion of the requirements for a Provisional Structured English Immersion endorsement as prescribed in R7-2-613(J)
• A valid fingerprint clearance card issued by the Arizona Department of Public Safety

Additional Academic Program Re-entry Policy for the MAED/SPE
Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum can complete their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Course Descriptions for the MAED/SPE

**MTE 507** 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** 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.

**SPE 513** Orientation to the Exceptional Child
This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.

**SPE 578** Models, Theories and Instructional Strategies for SPE
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

**SPE 546** Special Education Methods
This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.
SPE 575 ......................................................................................3 credits
**Inclusion Strategies of the Special Educator**
This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.

SPE 584 ......................................................................................3 credits
**Learning Disabilities and Language and Development Disorders**
This course examines the characteristics of students with learning disabilities and language and development disorders. Emphasis is placed on classroom management, instructional strategies, assessment, and augmentative and alternative technologies. Attention is given to the referral process, and available program or service delivery options.

MTH 575 ......................................................................................3 credits
**Mathematics Instruction for Special Education**
This course focuses on the methodology and assessment strategies that enhance learning in mathematics for exceptional learners. Attention is given to an overview of mathematics content and process standards. Emphasis is placed on ranges of abilities and needs, modifications and accommodations, instructional strategies, and classroom management.

SPE 512 ......................................................................................3 credits
**Special Education Assessment and Interpretation**
This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child’s abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavioral recommendations are discussed.

RDG 570 ......................................................................................4 credits
**Curriculum Const and Asmnt: Reading and Lang Arts for SPE**
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

SEI 500 ......................................................................................3 credits
**Structured English Immersion**
This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.

SEI 503 ......................................................................................3 credits
**Advanced Structured English Immersion Methods**
This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona’s Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.

SPE 574 ......................................................................................3 credits
**Characteristics of Intellectual/Developmental Disabilities**
This course examines issues related to the instruction of students with intellectual and developmental disabilities. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families with children with intellectual and developmental disabilities.

SPE 559 ......................................................................................3 credits
**Characteristics of Learning Disabilities**
This course examines the characteristics of students with learning disabilities. Causes attributed to learning disabilities, the referral process, and available program/service delivery options are examined. Various assessment and remediation techniques, as well as the utilization of appropriate classroom materials, are analyzed, and evaluative and curricular modifications for students in inclusive settings are explored.

SPE 544 ......................................................................................3 credits
**Characteristics of Emotional & Behavioral Disorders**
This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.

SPE 556 ......................................................................................3 credits
**Characteristics of Physical & Health Disabilities**
This course provides an overview of the unique characteristics, learning styles, and challenges faced by children with physical handicaps and other health disabilities. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special services within the schools. Various program models available through public, private, and hospital settings will be reviewed. The impact of inclusive education and self-contained placements on this population will be analyzed.

SPE 576 ......................................................................................3 credits
**Characteristics of Autism Spectrum Disorders**
This course provides foundational information about Autism. Students will identify learning preferences, behaviors, and differences within Autism Spectrum Disorders. Emphasis will be placed on intervention techniques using recent technical supports to accommodate and modify instruction.

SPE 594 ......................................................................................4 credits
**Special Education Student Teaching: Part A**
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the
Teacher Work Sample. The seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

SPE 595 ............................................................................................................. 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 with practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

Master of Arts in Education/Special Education (Tennessee)

The following Master of Arts in Education/Special Education (MAED/SPE) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students must consider completing certain courses in the Online classroom at Online rates if the program is available online in their state. Please contact your enrollment advisor for more information.

Special Education is a graduate degree program preparing candidates for teacher licensure in the field of special education. Candidates for this program have already earned a bachelor’s degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming effective special education educators. The program’s curriculum includes orientation to the exceptional child, foundations and methodologies of mild disabilities, diagnosis and assessment of disabilities, structured English immersion, reading and language arts instruction, inclusion strategies, and collaboration and resource management for the special educator. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s electronic portfolio. Students’ field experiences are designed to prepare them for student teaching. Student teaching is an integral component of the Special Education Program. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor during a field-based experience in a cross-categorical special education setting. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified teacher. The degree program has a research component as well. This component requires an Action Research Project. The project integrates the theoretical aspects of special education and the practical experience of the adult learner through the identification and exploration of a significant problem related to the student’s area of professional responsibilities and interest.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-spe.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

Orientation, 0 total credits
MTE 507 ............................................................................................................. 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 ............................................................................................................. 1 credit
Professional Communications

Foundations of Special Education, 3 total credits
SPE 513 ~ ............................................................................................................. 3 credits
Orientation to the Exceptional Child

Educational Theories and Models, 9 total credits
SPE 578 ~ ............................................................................................................. 3 credits
Models, Theories and Instructional Strategies for SPE
SPE 546 ~ ............................................................................................................. 3 credits
Special Education Methods
SPE 575 ............................................................................................................. 3 credits
Inclusion Strategies of the Special Educator

Assessment, 3 total credits
SPE 512 ~ ............................................................................................................. 3 credits
Special Education Assessment and Interpretation

Reading, 4 total credits
RDG 570 ~ ............................................................................................................. 4 credits
Curriculum Const and Assmt: Reading and Lang Arts for SPE

Instruction and Management for Special Needs Students, 18 total credits
SEI 500 ............................................................................................................. 3 credits
Structured English Immersion
SEI 503~ ............................................................................................................. 3 credits
Advanced Structured English Immersion Methods
SPE 574 ............................................................................................................. 3 credits
Characteristics of Intellectual/Developmental Disabilities
SPE 559 ~ ............................................................................................................. 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 594 ~ ............................................................................................................. 4 credits
Special Education Student Teaching: Part A
SPE 595 ~ ............................................................................................................. 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

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.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/SPE
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidacy Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.

• Demonstration of basic skills proficiency

• Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/SPE

• A minimum of 46 graduate credits in the Required Program Category Preferred Sequence.

• A minimum grade point average (GPA) of 3.0.

• Satisfactory completion and uploading of the Teacher Work Sample (TWS).

• Satisfactory completion of any required internship, student teaching, and/or practicum courses.

• Students must take courses within a sequence specified by course prerequisite requirements.

• Completion of Field Experience Observation Record (100 hours). To ensure students meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.

• Completion of e-portfolio.

• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.

• The diploma awarded for this program will read as: Master of Arts in Education

Special Education

Academic Progression Requirements for the MAED/SPE
Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

• Immunization or TB test results (District specific)

• Passing scores on the designated state content knowledge exam.

• Verification of the completion of 100 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/SPE

• A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: SPE 594 and SPE 595.

• Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.

• Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete the MAED/SPE program. Candidates who do not earn a "B" or better will be required to repeat the seminars and student teaching.

• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/SPE

• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).

• Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

• Candidates must pass their state-mandated professional knowledge exam.

• Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

Residency Requirements and Course Waivers for the MAED/SPE

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.

• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study.
upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, RDG 570, SPE 546, SPE 559, SPE 575, SPE 578, SPE 594, SPE 595

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
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</thead>
<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501, MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
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</tbody>
</table>

Field Experience for the MAED/SPE
Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation/interview, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/SPE
Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.

- Candidates enrolled in the MAED/SPE program must student teach in the appropriate cross-categorical special education student teaching setting.
- Students who are already teaching in an appropriate K-12 cross-categorical special education environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students in the MAED/SPE program must be currently teaching in a K-12 cross-categorical special education setting that meets their state requirements for student teaching.
- Students must 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.

Additional Academic Program Re-entry Policy for the MAED/SPE
Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Course Descriptions for the MAED/SPE

- MTE 507: Orientation to Teacher Education
  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: Communication Skills in Education
  1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.
SPE 513 ................................................................. 3 credits

Orientation to the Exceptional Child
This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.
SPE 578 ................................................................. 3 credits

Models, Theories and Instructional Strategies for SPE
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, exploring lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
SPE 546 ................................................................. 3 credits

Special Education Methods
This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.
SPE 575 ................................................................. 3 credits

Inclusion Strategies of the Special Educator
This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.
SPE 512 ................................................................. 3 credits

Special Education Assessment and Interpretation
This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child’s abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavioral recommendations are discussed.
RDG 570 ............................................................ 4 credits

Curriculum Const and Assmt: Reading and Lang Arts for SPE
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.
SEI 500 ................................................................. 3 credits

Structured English Immersion
This course will introduce students to the concept 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.
SEI 574 ................................................................. 3 credits

Characteristics of Intellectual/Developmental Disabilities
This course examines issues related to the instruction of students with intellectual and developmental disabilities. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families with children with intellectual and developmental disabilities.
SPE 559 ................................................................. 3 credits

Characteristics of Learning Disabilities
This course examines the characteristics of students with learning disabilities. Causes attributed to learning disabilities, the referral process, and available program/service delivery options are examined. Various assessment and remediation techniques, as well as the utilization of appropriate classroom materials, are analyzed, and evaluative and curricular modifications for students in inclusive settings are explored.
SPE 544 ................................................................. 3 credits

Characteristics of Emotional & Behavioral Disorders
This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.
SPE 556 ................................................................. 3 credits

Characteristics of Physical & Health Disabilities
This course provides an overview of the unique characteristics, learning styles, and challenges faced by children with physical handicaps and other health disabilities. Attention is given to fed-
eral 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.

Special Education Student Teaching: Part B
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.

Special Education Student Teaching: Part A
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

Master of Arts in Education/Teacher Leadership

The following Master of Arts in Education (MAEd)/Teacher Leadership program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education program with a specialization in Teacher Leadership is intended for P-12 teachers who define themselves as learners, teachers, and leaders. Teachers become servant leaders who empower themselves and others to directly impact school culture as champions of innovation and facilitators of school improvement, professional development, and student achievement. The program provides advanced knowledge in collaboration, coaching and mentoring, decision making, planning, action research, and evaluation. Graduates will be able to serve their students, colleagues, and communities as ethical leaders committed to excellence.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-tl.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Requirements

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 516</td>
<td>........................................................................</td>
<td>1</td>
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<tr>
<td>EDL 501</td>
<td>Professional Communications</td>
<td>0</td>
</tr>
<tr>
<td>EDL 500</td>
<td>Orientation to Teacher Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDL 505</td>
<td>Personal Leadership</td>
<td>3</td>
</tr>
<tr>
<td>SPE 594</td>
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</tbody>
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Students must select two electives from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>AET 545</td>
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<tr>
<td>AET 550</td>
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<tr>
<td>EDD 581</td>
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For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-tl.
residency requirements and course waivers for the MAED/TL

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of prior graduate level coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, EDD 581.

Course Descriptions for the MAED/TL

COM 516 ....................................................................................1 credit

Professional Communications

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

EDL 501 ....................................................................................0 credits

Orientation to Teacher Leadership

This course is designed to provide an orientation to the primary components of the Teacher Leadership Program. Students will be introduced to the program's degree completion requirements. Course overviews, field experience, e-Portfolios, and technology resources will be discussed. Check with your local campus to see if this course is necessary.

EDL 500 ....................................................................................3 credits

Personal Leadership

This course focuses on developing a personal philosophy of leadership. Students engage in self-assessment activities that reveal how individual values and beliefs directly influence personal leadership. Students examine their own organization and stakeholders who may play a role in their journey in school leadership. Aspects of effective communication are also addressed as students explore contemporary leadership theorists and popular beliefs behind organizations and school systems that will help build a foundation for personal growth.

EDL 505 ....................................................................................3 credits

Cultural Competency

Culturally responsive teachers facilitate and support learning for all students regardless of their diversities. This course deepens candidates' understanding of teaching and learning through examination of the diverse make-up of today's communities, schools, and classrooms. Through personal reflection and identification of theoretically sound and culturally responsive pedagogy, this course prepares the candidate to model, mentor, and lead efforts in creating a school climate that effectively addresses the learning needs of all students.

EDL 510 ....................................................................................3 credits

Teacher Leadership in a Global Society

This course focuses on contemporary theories of school reform and effective teacher leadership in a global society. Performance indicators and dispositions as related to evaluation or decision making are explored. Candidates examine components of effective teacher leadership, including empowering others, building collaborative organizational cultures, and making informed decisions for strategic planning, while creating a vision of change. They also explore how effective leadership provides them with multiple opportunities to critically analyze and apply various leadership styles.

Course content reflects research-based frameworks on leadership and leadership processes that will assist candidates in becoming effective teacher leaders. Candidates use 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 understand- ing of assessment, evaluation, and accountability components that are necessary to analyze curriculum, educational resources, test data and current accountability regulations. Students will apply procedures for evaluating and recommending strategies for improving the quality and effectiveness of curriculum and assessment as they relate to instruction.

EDL 531 ................................................................. 3 credits
Mentoring and Coaching
This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem-solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.

EDL 535 ................................................................. 3 credits
Legal and Ethical Issues in Education
This course provides teacher leaders with the opportunity to examine current legal and ethical issues in the educational setting. Legal and ethical issues will be identified through action research activities covering current laws, policies and politics, moral issues, academic integrity, privacy and confidentiality, legal issues involved in grant writing and discrimination and equal protection. These issues will be analyzed and discussed to determine how teacher leaders will be able to provide support to teachers and students with the purpose of improving current educational practices.

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.

EDA 524 ................................................................. 3 credits
Supervision of Curriculum, Instruction and Assessment
This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.

EDA 565 ................................................................. 3 credits
School Improvement Processes
This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.

EDA 575 ................................................................. 3 credits
Family, Community and Media Relations
This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families, business and community groups, and the media to support a school's vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs, establishing reciprocal relationships, the use of conflict resolution and decision making tools, and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.

Master of Arts in Education/Educational Studies
The following Master of Arts in Education/Educational Studies (MAED/ ES) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Educational Studies (MAED/ES) degree is a non-teaching degree designed to facilitate the development of professional knowledge, skills and understanding of the teaching and learning process. The program provides students with information across a variety of education topics with an emphasis in the field of education.

**Note: Students enrolled in this degree program are ineligible to receive Federal Student Financial Aid.**

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements for the MAED/ES
Students must select one course from each Elective category selection below to complete the 6 credit requirement:

**Elective One, 3 total credits**

AET 505 ................................................................. 3 credits
Foundations of Adult Education and Training

AET 510 ................................................................. 3 credits
Critical Issues and Trends in Adult Education and Training
AET 545 ................................................................. 3 credits

E-Learning Design Technologies
AET 555 ................................................................. 3 credits

Overview of the Community College

Elective Two, 3 total credits
EDL 500 ................................................................. 3 credits

Personal Leadership
EDL 510 ................................................................. 3 credits

Teacher Leadership in a Global Society
EDL 531 ................................................................. 3 credits

Mentoring and Coaching
EDL 520 ................................................................. 3 credits

Instructional Leadership
The University reserves the right to modify the Program Requirements.

Additional Admission Requirements for the MAED/ES

Applicants are expected to meet all admission requirements:

- Applicants enrolling in this program must meet all admission requirements from their University of Phoenix previous pre-licensure program.
- The University of Phoenix pre-licensure programs eligible for admission to the MAED/ES are the following: MAED/TED-E, MAED/TEDEE, MAED/TEDEM, MAED/TEDMS, MAED/TEDMG, MAED/TEDMM, MAED/TEDSM, MAED/TEDS, MAED/TED-S, MAED/SPE, MAED/ECH

Note: Some restrictions apply to the MAED/ECH program. Please contact your campus representative for more information.

- Applicants to this program must have completed all coursework from their University of Phoenix pre-licensure program with the exception of both Student Teaching courses.
- Students will be eligible for admission to the MAED/ES program provided that the Enrollment Agreement sign date for the previous pre-licensure program is no more than six and a half (6.5) years in the past. Applicants must be able to complete all requirements of the degree within 7 years of the Enrollment Agreement sign date of the previous pre-licensure program.

Degree Completion Requirements for the MAED/ES

- Completion of a minimum of 32 credits to earn a university degree.
- Completion of two (2) MAED/ES Elective courses in addition to all completed coursework from the previous pre-licensure program, with the exception of student teaching.
- A minimum grade point average (GPA) of 3.0.
- MAED/ES graduates will not be permitted to return to complete student teaching and receive a degree in any previous pre-licensure program at the University.
- The diploma awarded for this program will read as: 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. Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assess-

ment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

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."

Master of Arts in Education/Curriculum and Instruction

The following Master of Arts in Education/Curriculum and Instruction (MAED/CI) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education program with a specialization in Curriculum and Instruction is intended to afford P-12 educators the opportunity to enhance their curriculum, instruction, and leadership repertoire by expanding their knowledge of assessment, instructional strategies, integration of technology, professional development, data-driven decision making, and mentoring and coaching. Educators will develop teacher leadership skills by exploring the latest research, trends, and strategies. Graduates will be able to effectively collaborate with all stakeholders and serve their students, colleagues, and communities as ethical leaders committed to excellence.

For more information about our graduation rates, the median debt completion of a minimum of 35 credits.

- The completion of a minimum of 35 credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Arts in Education Curriculum and Instruction

Residency Requirements and Course Waivers for the MAED/CI

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 29 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 transferrable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or a foreign institution recognized/authorized by the country’s Ministry of Education.
- 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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516

Candidates who successfully complete either the MAED/TED-Elementary or MAED/TED-Secondary program may waive the following courses in the MAED/CI program upon enrolling in the Master of Arts in Education/Curriculum and Instruction program.

### Program Courses Waived

- **MAED/TED-E**
  - COM 516 (1 credit)
  - CUR 530 (3 credits)
  - CUR 535 (4 credits)
  - CUR 550 (3 credits)

- **MAED/TED-S**
  - COM 516 (1 credit)
  - CUR 530 (3 credits)
  - CUR 535 (4 credits)
  - CUR 550 (3 credits)

### Course Descriptions for the MAED/CI

**COM 516**

- **Professional Communications**
  - This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.
  - CUR 505
  - **Social and Global Perspectives of Teacher Leadership**
    - Learners in this course have the opportunity to analyze the field of education from a social and global perspective. Learners investigate the implications of the globalization of knowledge on micro and macro educational systems. Multicultural implications, diversity, and the use of technology as a vehicle of pedagogy are explored. Emphasis is on building collaborative organizational communities and empowering teacher leaders to think strategically about school change.
  - CUR 506

**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 515

**Critical Thinking and Innovative Skills**

- Learners in this course explore the development and application of critical thinking skills for all academic content areas in elementary, middle school, and high school settings. Participants identify the educational needs of students by exploring current instructional theories, models, and strategies; and state, local, and national standards as they relate to developing critical thinking skills in classroom teaching. Prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
  - CUR 520

**Advocating for Learning**

- Learners examine dispositions and beliefs regarding teaching and learning for all students. This course includes discussions about supportive and engaging learning environments, along with collaboration with other professionals to develop strategies that promote student learning. Using assessment data, learners will differentiate instruction and employ appropriate strategies for students. Learners will explore advocacy through course materials, practical exercises and engaging group activities.
  - CUR 525

**Ethical Issues in Education**

- Learners examine the ethical framework and challenges of teachers and teacher leaders in today’s schools. The professional educational leader fosters ethical practices and engages in purposeful ethical decision-making. Learners will ethically respond to social and political issues in education through case studies, field experiences, and other readings and interactions. Ethical leadership and decision-making will be analyzed and discussed to determine how educational leaders will be able to provide support to teachers, students, and other constituents with the purpose of improving current educational practices.
  - CUR 530

**Assessment and Evaluation Models**

- In this course, learners use assessment data through a systematic process to make informed decisions and to evaluate classroom and school-wide learning outcomes. Emphasis is placed on the design, implementation, and analysis of formative assessments while other types of assessments are explored. Learners will use this assessment knowledge to design and analyze a comprehensive assessment plan in a K-12 setting.
  - CUR 535
Research for Improved Practice
Learners examine the process of conducting their own classroom-based or school-based research. The course provides practical experience with action research components in the educational setting for everyday instruction. Learners will use research and data to enhance the instructional environment and to promote lifelong learning.
CUR 540 ................................................................................... 3 credits

Methods of Coaching in the Instructional Setting
This course provides an examination of how systemic processes, experiential learning, and coaching strategies positively affect teaching and learning outcomes. Learners examine the interchangeable competencies of coaching and mentoring including roles, fostering relationships, ethical guidelines, building learning communities, effective communication, self-reflective problem solving, conflict resolution, facilitating learning, and accountability. Learners will be equipped with content knowledge, real life application opportunities, tools, and specific strategies that can be applied in both instructional leadership and coaching situations.
CUR 545 ................................................................................... 3 credits

Using Technology for Teaching and Learning
Learners evaluate technology use and technology integration for teaching and learning while considering the value of current technologies and tools as part of an interactive experience in a 21st century classroom. Learners will review the considerations and responsibilities of using and maintaining technology in today’s schools, including safety, ethics, resources, and financial needs. Using the knowledge gained in this course, learners will determine how they will advocate and be change-agents for technology integration within their districts, schools, classrooms, and the community.
CUR 550 ................................................................................... 3 credits

Engaging in Communities of Practice
Learning communities are a method for the organization and operation of schools that will best meet the academic needs of students. In this course, learners examine the components of developing and maintaining school-based communities of practice to improve student achievement and assist with school improvement planning. Learners will identify resources to help them initiate, plan, and maintain communities of practice.
CUR 555 ................................................................................... 3 credits

Professional Learning for Continuous Improvement
Learners will examine the relationship of professional and personal learning to school, teacher, and student need. Learners will gain an array of effective ideas, strategies, plans, methods, and tools on designing and implementing professional development to promote the intellectual and self-reflective development of teachers, as they collaborate to raise student achievement. Topics include components of high-quality staff development and learning networks.
The School of Advanced Studies is home to the University’s doctoral programs and represents a community of professionals who want to make a meaningful social contribution to their communities and influence change in their fields. Diverse in program offerings, the School supports advanced learning in business, management, education, health care administration, nursing, higher education administration, and psychology.

**Admission Requirements**

Most doctoral programs have additional admission requirements listed within the program specific information. All applicants to doctoral programs must meet the following admission requirements:

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

- 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 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.

- or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

- or-
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

- 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 regionally or nationally accredited college or university in the United States.
    - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.

- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.

- The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.

- The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.

- The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.

- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee status.

- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
  - A completed and signed graduate application and application fee
  - A signed current Hardware/Software agreement verifying Internet access and multimedia equipped computer.
  - A signed Research Library Access Agreement.
  - A signed Enrollment/ Disclosure Agreement.
  - Completion of any state-specific required documents or forms.
  - Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.

- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

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 Office of Admissions & Records.
• Students attending a local campus in Oklahoma must provide written documentation of vaccinations or immunity against Hepatitis B, measles, mumps, and rubella (MMR). Students must demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

• Students attending a physical campus in the state of Tennessee are required to submit a Hepatitis B Waiver form to the University.

Students attending a local campus in the states listed below are required to submit health insurance information to the University. The state appropriate forms must be completed and sent to Office of Admissions & Records.

• 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 Office of Admissions & Records.

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) and varicella as recommended by the Advisory Committee for Immunization Practices (ACIP). For more specific state information, refer to the link below. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

Exemptions from the MMR and varicella immunization requirements may be granted for the following reasons:

• The student was born before January 1, 1957 (applicable to MMR vaccine only).
• The student was born in the United States before January 1, 1980 (applicable to the varicella (chicken pox) vaccine only)
• The student has documentation from a physician stating that it is medically inadvisable to receive the vaccines for the one or more of the diseases as indicated on the immunization form.
• The student has documentation from a physician or director of health that he/she has had a confirmed case of one or more of the diseases as indicated on the immunization form.
• The student has laboratory confirmation of immunity to the disease(s) as indicated on the immunization form.
• The student has submitted a statement that immunization is contrary to his/her religious beliefs.
• The student is enrolled exclusively in the Online Campus and does not congregate with other students on campus or at campus-sponsored events. If the student later decides to attend a class at a University of Phoenix local campus location in Connecticut, the student must meet the immunization requirements before he/she may begin attending classes at a local campus location.
• The student graduated from a public or nonpublic high school in the state of Connecticut in 1999 or later and was not exempt from the measles, rubella and on or after August 1, 2010, the mumps vaccination requirement pursuant to subdivision (2) or (3) of subsection (a) of section 10-204a.

Educational Specialist

The following Educational Specialist (Ed.S) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Not all programs may be available to all residents.

University of Phoenix, 2013-2014
of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Educational Specialist program (Ed.S) will prepare learners to become transformational leaders who will strategically manage and lead complex educational organizations. Graduates will be educational practitioners who demonstrate analytical, critical, and innovative thinking to improve the performance of educational institutions. The Educational Specialist program degree is consistent with the University’s mission to develop the knowledge and skills that will enable learners to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities. The program is designed to emphasize leadership and to focus on a specialization in Curriculum and Instruction.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/eds.

### Ed.S Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. All general academic policies of the University of Phoenix are applicable.

<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 credit</td>
</tr>
<tr>
<td>CUR 712</td>
<td>Curriculum Theory</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDD 721</td>
<td>Planning and Leading Change</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDD 722</td>
<td>The Legal Context of Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDD 723</td>
<td>Ethics and Values in Learning Organizations</td>
<td>3 credits</td>
</tr>
<tr>
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<td>Curriculum Design</td>
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</tr>
<tr>
<td>CUR 722</td>
<td>Instructional Models</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDD 731</td>
<td>The Economics of Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDD 733</td>
<td>Evaluation and Assessment Methods</td>
<td>3 credits</td>
</tr>
<tr>
<td>CUR 731</td>
<td>Supervision of Curriculum and Instruction</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDS 799</td>
<td>Educational Specialist Capstone</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of study.

### Additional Admission Requirements for the Ed.S

- A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or equivalent graduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
- Current or a record of past employment in an education or related position is required for admission.

### Degree Requirements for the Ed.S

Educational Specialist students must meet the following degree requirements:

- A minimum of 31 doctorate credits in the Required Program Category Preferred Sequence.
- A minimum grade point average (GPA) of 3.0.
- Completion of the graduation information packet.
- Students must satisfy all credits and non-credit bearing activities prior to commencement eligibility.

### Academic Progression Requirements for the Ed.S

Educational Specialist students are subject to the following academic progression requirements:

- Students must earn a grade of “B” or better in COM 705 Communication Strategies. Students who earn less than a “B” will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- Students who miss or must withdraw from a course may complete the course via directed study, if available. All maximum enrollment policies apply. This option will only be available three times (9 credits) and applies only to online courses. However, some courses may not be suitable or available for directed study, and all directed studies must have the approval of the Doctoral Program Chair.
- Any student who earns a course grade of “C+” or below must repeat that course. If a student who is not on academic probation earns a “C+” or below, that student must repeat the course and earn a grade of “B-” or better. If a student who is on academic probation earns a “C+” or below, that student must repeat the course again and earn a grade of “B” or better.
- Any student who does not maintain a minimum GPA of 3.0 will be put on academic probation.
- Academic probation will last for four consecutive courses during which time students must (1) raise their GPA to a minimum of 3.0 and (2) earn at least a grade of “B” in each course.
- Students will be allowed to have only one incomplete grade on their records at a time. Students will have up to 5 weeks to complete a course once an incomplete has been issued.
Students in the Doctor of Education in Educational Leadership (EdD) program, due to extenuating personal circumstances, may transfer their credits into the Educational Specialist program.

Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.

Residency Requirements for the Ed.D.

Educational Specialist students must meet the following residency requirements:

- Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- Students may not waive any of the following courses: COM 705 and EDS 799.

In order to waive a course in the EDS program, students must have completed a previous course that meets the following criteria:

- The course must have been completed and transcripted from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be a doctoral-level course. Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Course Descriptions for the Ed.D.

COM 705 .................................................................1 credit

Communication Strategies

This 3-week, online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within University of Phoenix's adult learning model. Topics include enhanced communication skills, academic rigor, scholarly practices, APA formatting and style, individual and group presentation techniques, doctoral-level research tools, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.

CUR 712 .................................................................3 credits

Curriculum Theory

This course examines historical, current, and cross-cultural theories of curriculum. With a foundation in the major theorists and tenets of their theories, learners analyze curriculum documents for evidence of the various theories, investigate implications of the theories for educational programming, and interpret the interaction of these theories with public policy.

EDD 721 .................................................................3 credits

Planning and Leading Change

This course examines the concept of change and its impact on educational organizations. How to manage and lead change, counteract resistance to change, and the politics and economics of change are of special focus. Understanding the dynamics of change and how it influences strategic planning of an institution are explored.

EDD 722 ...................................................................................3 credits

The Legal Context of Education

This course provides an analysis of the legal issues prevalent in educational systems. Major topics of discussion include accreditation and regulatory issues, Federal and state constituents and laws, and institutional and individual legal issues. Freedom of speech, separation of church and state, and methods of student discipline are explored. Case law and specific pieces of education legislation are reviewed.

EDD 723 ...................................................................................3 credits

Ethics and Values in Learning Organizations

The ethics and value-based decisions that learning organizations are faced with are explored in depth. Case studies on access, diversity, plagiarism, technology, confidentiality, student-faculty relationships, and harassment are discussed. The roles of values education, codes of conduct, and codes of ethics are debated.

CUR 721 ...................................................................................3 credits

Curriculum Design

In this course, learners focus on the creation of systemic models of curriculum development, including consideration of schedule, structure, stakeholder involvement, and end products. Learners will also analyze the implicit, hidden, cultural, and institutional aspects of existing curricular models to inform their own development approach.

CUR 722 ...................................................................................3 credits

Instructional Models

This course analyzes the models and process of instruction. Effective instructional models are explored as they relate to teaching strategies and learner outcomes. Instructional models for diverse populations, improvement of instructional programs and staff development are of special focus.

EDD 731 ...................................................................................3 credits

The Economics of Education

The principles and theories of the economics of education are examined. The role that Federal, state, and local government play in the economics of education is explored in depth. Key topics include budget management, grants, financial aid, expenditures and revenues, and the rising cost of education. Economic policy analysis is a focus in this course.

EDD 733 ...................................................................................3 credits

Evaluation and Assessment Methods

This course explores the evaluation and assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Accreditation issues, outcomes-based assessment, institutional research, and staff and faculty evaluation are key topics. The influence of leadership style on evaluation and assessment methods also is examined.

CUR 731 ...................................................................................3 credits

Supervision of Curriculum and Instruction

This course explores the supervision and evaluation of instructional programs. Topics include effective techniques for managing curriculum, effective evaluation instruments, conferencing, classroom management, and recommendations for improvement. Traditional and alternative methods of evaluating student achievement will be discussed.

EDS 799.....................................................................................3 credits
Educational Specialist Capstone

The capstone course will require learners to integrate their program of study into an in-depth project that explores and inquires into a contemporary problem within the field of educational administration. The project will be based on library research and/or fieldwork and must demonstrate an approach to addressing the problem from a leadership perspective. Additionally, within this course learners will complete a reflective self-assessment of their learning throughout the program.

**Doctor of Management in Organizational Leadership**

The following Doctor of Management in Organizational Leadership (DM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depends on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state.

Please contact your enrollment advisor for more information.

The Doctor of Management in Organizational Leadership degree program, offered by University of Phoenix, provides learners who hold a professional Master’s degree a means of exploring their personal readiness to become leaders in their professions or current organizations. Learners gain a mastery of leadership literature and demonstrate their competence by applying what they learn to current organizational environments. They also:

- Recognize leadership as a process promoting action in service of self, organization, community, and the planet.
- Apply leadership models to promote global and social responsibility.
- Critically analyze the validity and value of research.
- Make original scholarly contributions by researching real-world problems and issues in organizational management.
- Critically examine the philosophical foundations of organizations and leadership.
- Identify personal leadership philosophies and philosophies of knowledge and their applications to organizations.
- Create learning organizations outside of contemporary paradigms utilizing optimal design theories.
- Create an environment that produces core competent, interculturally sophisticated leaders.
- Create an environment that nurtures effective cross-functional, continually enhanced human capital prepared to meet the demands of strategic organizational success.

The DM program creates a perfect opportunity for mid-career professionals to refresh and recreate their commitment to the tasks required of organizational leaders. Learners will think deeply about the current state of organizations and their leadership; create imaginative, new models from what is learned; and contribute new knowledge to the profession and society.

The DM program has a 68-credit requirement that incorporates both residency and online modalities of instruction. The majority of the program will be delivered in a virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and will be required to spend approximately 25 hours per week on required coursework.

Learners will attend 16 days in residency during the 3-year program. Year One begins with a 5-day residency; Year Two requires a 3-day residency; Year Three requires an 8-day residency. Attendance during all days of the residencies is mandatory. Please note that learners can expect residencies to occur during both week days and weekend days. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into the preparation of a final research study. Additionally, in the year three residency, learners will apply their knowledge to a comprehensive, collaborative case study. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the DM degree is the successful completion and oral defense of a significant, substantial, and independently completed research study. The study provides the learner an opportunity to demonstrate mastery of the germinal and current literature in the field and to reflect competence in applying learning to actual organizational issues. To ensure the quality of this effort, the program’s curriculum is designed to develop the learner’s ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research method for addressing them.

Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this degree.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/dm.

**DM Program Category Requirements**

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Doctoral Foundations, 4 total credits**

- COM 705 ~ ................................................................. 1 credit
- Communication Strategies
- SEM 700R................................................................. 0 credits
- Doctoral Program Orientation Seminar
- LDR 711A ~ .......................................................... 3 credits
- Leadership Theory and Practice

**Foundations in Management and Organizational Leadership, 12 total credits**

- PHL 716 ~ ................................................................. 3 credits
- Knowledge Theory and Practice
- PHL 717 ~ ................................................................. 3 credits
- Constructing Meaning
- ORG 716 ~ ................................................................. 3 credits
- Organizational Theory and Design
- MGT 716 ~ ................................................................. 3 credits
- Management Philosophies

**Research Foundations, 6 total credits**

- RES 711 ~ ................................................................. 3 credits
- Fundamental Principles of Sound Research
- RES 722A ~ .............................................................. 3 credits
- Research Design

**Advanced Research Design, 3 total credits**

- RES 723 ~ ................................................................. 3 credits
- Advanced Statistical Research Methods and Design
- RES 724 ~ ................................................................. 3 credits
- Qualitative Methods and Design
Theory and Practice of Management and 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

Advanced Residencies, 10 total credits
RES 723 ~ ........................................................................3 credits
Correlational Methods of Analysis
RES 726 ~ ........................................................................3 credits
Descriptive and Comparative Data Analysis
RES 725 ~ ........................................................................3 credits
Advanced Research Analysis
RES 727 ~ ........................................................................3 credits
Architecture of Leadership

Leadership, 9 total credits
DOC 721R ~ .................................................................2 credits
Doctoral Seminar I
DOC 731R ~ .................................................................3 credits
Creative and Critical Thinking
DOC 731R ~ .................................................................3 credits
Doctoral Seminar I
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 700R ~ ..................................................3 credits
Creative and Critical Thinking
DOC 721R ~ .................................................................2 credits
Doctoral Seminar I
DOC 721R ~ .................................................................3 credits
Collaborative Case Study
DOC 722R ~ .................................................................3 credits
Organizational Diagnosis and Intervention
DOC 723R .................................................................3 credits
Doctoral Seminar III
DOC 724R .................................................................3 credits
Annual Renewal Residency

Advanced Research Analysis, 3 total credits
RES 725 ~ .................................................................3 credits
Descriptive and Comparative Data Analysis
RES 726 ~ .................................................................3 credits
Correlational Methods of Analysis
RES 727 ~ .................................................................3 credits
Approaches to Phenomenological Inquiry and Data Analysis
RES 728 ~ .................................................................3 credits
Qualitative Case Study
RES 729 ~ .................................................................3 credits
Ethnomethodology and the Study of Culture
RES 745 ~ .................................................................3 credits
Grounded Theory Methods
RES 746 ~ .................................................................3 credits
Mixed Methods

Dissertation, 9 total credits
DOC 722 ~ .................................................................3 credits
Doctoral Seminar II
DOC 733 ~ .................................................................3 credits
Doctoral Dissertation
DOC 734 ~ .................................................................3 credits
Doctoral Project IV

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students have the option to complete the A or A and B courses for either DOC 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

Additional Admission Requirements for the DM

All applicants are expected to meet the following admissions requirements:

- A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.

- Official transcripts listing a minimum of three (3) college credits in research methods, statistics or scientific reasoning with a grade of "C" or better.

- Current or a record of past employment in leadership of people or processes is required for admission.

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.

- All doctoral (including reentry students) students will be required to demonstrate a foundation of educational exposure to research, statistics or quantitative reasoning in one of the following manners:

  - Applicable undergraduate University of Phoenix coursework completed within 10 years with a grade of C or better

  - Applicable graduate University of Phoenix coursework completed within 15 years with a grade of C or better
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 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 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.

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 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.
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• 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.
• 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

COM 705 ....................................................................................1 credit

Communication Strategies
This 3-week, online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within University of Phoenix’s adult learning model. Topics include enhanced communication skills, academic rigor, scholarly practices, APA formatting and style, individual and group presentation techniques, doctoral-level research tools, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.

SEM 700R ................................................................................0 credits

Doctoral Program Orientation Seminar
SEM 700R is a two-week, online course designed to promote doctoral-level inquiry and reinforce the School of Advanced Studies’ integrated scholarship, practice, and leadership approach. During SEM 700R, learners participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, and community building. On completing SEM 700R, learners are well positioned to transition to their first content-based doctoral course with a vision for successfully completing the remainder of the program.

LDR 711A ................................................................................3 credits

Leadership Theory and Practice
This course provides an opportunity for learners to examine leadership from various historical, theoretical, and practical perspectives. Upon completion of this course, learners will develop a reflexive leadership plan that integrates personal approaches to leadership into the scholar/practitioner/leader model.

PHL 716 ................................................................................3 credits

Knowledge of Theory and Practice
Upon completion of this course, learners will understand the purpose of inquiry and the wide spectrum of intellectual resources. Learners will clarify their individual philosophies regarding the definition, purpose, acquisition, and application of knowledge. The course provides an overview of the various theoretical frameworks for examining the nature of knowledge and cognition and the applications of knowledge as manifested in various fields of human endeavor. It will orient learners toward identifying their true goals in pursuing the doctoral program, as well as the methods by which they may achieve these goals.

PHL 717 ................................................................................3 credits

Constructing Meaning
The postmodern world is an amalgam of our beliefs, physical sensory interpretations, psychological projections of our wants/needs/fantasies, a cultural interpretation of existence/meaning/purpose, a moral sense of right and wrong, a religious or spiritual interpretation of responsibility, and the sense of the relationship we have to each other. Learners explore the concept of modernism 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.

MGT 716 ................................................................................3 credits

Organizational Theory and Design
Upon completion of this course, learners will be prepared to analyze and select appropriate paradigms to guide organizational research. Additionally, learners will have the ability to apply organizational theories systematically to enrich existing models or develop new models to increase performance and effectiveness.

ORG 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 correlation, 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
The Dynamics of Group and Team Leadership
Upon completion of this course, learners will be prepared to use advanced leadership strategies for group communications, team building, and coaching skills to attain organizational objectives. Learners explore large group and smaller team dynamics and the ways in which the role of a leader is required to affect behavior. Emphasis is placed on the growing dependency on self-directed work teams in the workplace.

LDR 726 ................................................................................... 3 credits

The Impact of Technology on Organizations
Upon completion of this course, learners will be prepared to evaluate the organizational relationship among technology, structure, and behavior. Additionally, learners will be prepared to balance the advantages and disadvantages of integrating technologies.

ORG 726 .................................................................................. 3 credits

Emerging Managerial Practices
Upon completion of this course, learners will be prepared to implement emerging managerial practices designed to develop organizational agility and responsiveness. Additionally, they will be able to adapt best practices, implement high-performance work teams, and build advanced strategies for effective global communications. Emphasis is placed on how organizations are encouraged to develop and demonstrate creative, adaptive, and flexible business approaches.

ORG 727 .................................................................................. 3 credits

Organizational Diagnosis and Intervention
Upon completion of this course, learners will be prepared to optimize organizational performance through the judicious implementation of performance interventions utilizing organization theory, organization design, and technology.

MGT 726 .................................................................................. 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.

MGT 727 .................................................................................. 3 credits

Collaborative Case Study
This 5-day residency course is an exercise in practical, professional management decision making and is intended to focus the learner on the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders. The course requires the learner to synthesize and integrate theory and practice and to apply them toward the development of recommended solutions for specific managerial situations found within the organization’s environment. This course will incorporate learners from various doctoral program/disciplines.

DOC 732R ................................................................. 2 credits

Doctoral Seminar III
This 3-day residency course is designed to facilitate the process through an approved Doctoral Proposal to final submission of the Doctoral Dissertation due at the end of the program, with the final chapters being explored for content and format.

DOC 740R ................................................................. 0 credit

Annual Renewal Residency
This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/728. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in “all but dissertation” status.

MGT 726 .................................................................................. 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 726 .................................................................................. 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.

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
approach, focusing on the statistical methods appropriate for analyzing qualitative data. learners will gain understanding of the appropriate strategies and methods for analyzing data within a mixed-methods framework.

RES 762 ................................................................. 3 credits

Correlational Methods of Analysis
This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research. learners will explore the underlying assumptions, advantages, limitations, and appropriate methods for correlational analysis. the course will cover basic correlational methods, simple and multiple regression analysis techniques, and advanced multivariate procedures, including factor analysis and structural equation models. depending on the learners' needs, other approaches may be covered.

RES 767 ................................................................. 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 768 ................................................................. 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 769 ................................................................. 3 credits

Ethnography 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 group protocols as well as strategies and techniques for analyzing data using mixed-methods approaches. the course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering on “thick description” as a critical mode of representation.

RES 770 ................................................................. 3 credits

Grounded Theory Methods
This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method.

Focus is placed on the steps and procedures for analyzing data within a grounded theory context.

RES 776 ................................................................. 3 credits

Mixed Methods
The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. the course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. thus, the course will blend conceptualization, design, and analysis. content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches — and their blending — to actually design and conduct meaningful doctoral level research.

DOC 722 ................................................................. 3 credits

Doctoral Seminar II
This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner’s prospectus will be applied to the development of a proposal. topics in this course include focused literature review, statistical and qualitative tools, data gathering and analysis approaches, past research and current theory, proposal chapter format requirements, human subject research requirements, and submission timelines.

DOC 723 ................................................................. 3 credits

Doctoral Dissertation
This is a chair-guided course for students to finalize their dissertation proposals. the chair and committee members will work with the student to assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.

DOC 724 ................................................................. 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 723A ............................................................. 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 723B ............................................................. 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.

**Doctor of Business Administration**

The following Doctor of Business Administration (DBA) program may be
offered at these University of Phoenix campus locations: Online,
depending on state of residence. The availability of programs and
concentrations depend on student demand and other factors. Not all
programs may be available to all residents of all states. Students may want
to consider completing certain courses in the Online classroom at Online
rates if the program is available via the Online modality in their state.
Please contact your enrollment advisor for more information.

The Doctor of Business Administration (DBA) degree program,
offered by University of Phoenix, provides learners who hold a
professional Master’s degree a means of exploring their personal
readiness to become senior leaders in management professions.
Learners gain a mastery of business administration literature and
demonstrate their competence by applying this knowledge to cur-
cent 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 organiza-
tional models and practices becoming crucial for successfully
addressing this complexity. Consequently, leadership in this envi-
ronment requires higher, more sophisticated levels of knowledge
and skills. The DBA program is designed to serve this need by pro-
viding 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 pro-
gram. Year One begins with a 5-day residency; Year Two requires a
3-day residency; Year Three requires an 8-day residency. Attend-
dance 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 ses-
sions cover a variety of areas essential to the successful completion
of this advanced degree program, including insights into the prep-
aration of a final research study. Additionally, in the Year Three res-
idency, 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 and oral defense of a significant, substantial, and inde-
dependently completed research study that adds new information to
the body of business management knowledge. The study provides
the learner an opportunity to demonstrate mastery of the germinal
and current literature in the field and to reflect competence in
applying learning to actual organizational issues. To ensure the
quality of this effort, the program’s curriculum is designed to
develop the learner’s ability to create original solutions to complex
issues and to carefully identify and apply the most appropriate
research method for addressing these issues.

Because of the highly independent nature of the program, learners
must be self-disciplined and exceedingly motivated to earn this
degree.

For more information about our graduation rates, the median debt
of students who completed the program, and other important
information, please visit our website at http://www.phoenix.edu/
programs/dba.

Courses requiring prerequisites are identified by a ~ symbol
following the course number.

**DBA Program Category Requirements**

**Doctoral Foundations, 4 total credits**

- COM 705 ~ ................................................................. 1 credit
  Communication Strategies
- SEM 700R........................................................................ 0 credits
  Doctoral Program Orientation Seminar
- LDR 711A ~ ............................................................... 3 credits
  Leadership Theory and Practice

**Foundations in Business Administration, 12 total credits**

- FIN 711 ~ ................................................................. 3 credits
  Financial Measures of Value Added
- ORG 711 ~ ............................................................... 3 credits
  21st Century Issues in Organizational Behavior I
- MKT 711 ~ ............................................................... 3 credits
  Strategic Opportunities in an Internet-based Global Economy
- MKT 711 ~ ............................................................... 3 credits
  Marketing and Managing the Customer Relationship

**Research Foundations, 6 total credits**

- RES 711 ~ ................................................................. 3 credits
  Fundamental Principles of Sound Research
- RES 722A ~ ............................................................. 3 credits
  Research Design

**Advanced Research Design, 3 total credits**

- RES 723 ~ ................................................................. 3 credits
  Advanced Statistical Research Methods and Design
- RES 724 ~ ................................................................. 3 credits
  Qualitative Methods and Design

**Issues in Advanced Business Leadership, 12 total credits**

- LDR 721 ~ ................................................................. 3 credits
  Ethical Leadership and the Legal Landscape
- BUS 721 ~ ................................................................. 3 credits
  University of Phoenix, 2013-2014
Issues in Optimizing Operations
MGT 721 ~ ................................................................. 3 credits
Managing the Risks in a Global Environment
ORG 721 ~ ................................................................. 3 credits
21st Century Issues in Organizational Behavior II

Doctoral Residencies, 10 total credits
PHL 700R ~ .............................................................. 3 credits
Creative and Critical Thinking
DOC 721R ~ .............................................................. 2 credits
Doctoral Seminar I
DOC 731R ~ .............................................................. 3 credits
Collaborative Case Study
DOC 732R ~ .............................................................. 2 credits
Doctoral Seminar III
DOC 740R ................................................................. 0 credits
Annual Renewal Residency

Advanced Inquiry in Business Analysis and Leadership, 9 total credits
LDR 731 ~ ................................................................. 3 credits
Contemporary Issues in Leadership
BUS 731 ~ ................................................................. 3 credits
Transforming the Business I
BUS 732 ~ ................................................................. 3 credits
Transforming the Business II

Advanced Research Analysis, 3 total credits
RES 725 ~ ................................................................. 3 credits
Descriptive and Comparative Data Analysis
RES 726 ~ ................................................................. 3 credits
Correlational Methods of Analysis
RES 727 ~ ................................................................. 3 credits
Approaches to Phenomenological Inquiry and Data Analysis
RES 728 ~ ................................................................. 3 credits
Qualitative Case Study
RES 729 ~ ................................................................. 3 credits
Ethnomethodological Analyses and the Study of Culture
RES 745 ~ ................................................................. 3 credits
Grounded Theory Methods
RES 746 ~ ................................................................. 3 credits
Mixed Methods

Dissertation, 9 total credits
DOC 722 ~ ................................................................. 3 credits
Doctoral Seminar II
DOC 733 ~ ................................................................. 3 credits
Doctoral Dissertation
DOC 734 ~ ................................................................. 3 credits
Doctoral Project IV

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students have the option to complete the A or A and B courses for either DOC 733 and/or DOC 734 to ensure that all programmatic requirements and approvals have been met. Students who choose to pursue DOC 733A or DOC 734A must be awarded a letter grade from the faculty member for their final attempt at the "A" course. Students who proceed from DOC 733A or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "B" course.

Doctoral Seminar I
DOC 721R ~ .............................................................. 2 credits
Doctoral Seminar II

Additional Admission Requirements for the DBA
All applicants are expected to meet the following admissions requirements:

• A graduate degree in business, management or business administration from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

• Students who do not have a graduate degree in either business, management or administration may be admitted if they meet all other requirements for admission and have official transcripts listing three (3) graduate credits in each of the following subjects from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent recognized foreign institution:
  • Finance for Managerial Decision Making
  • Human Relations and Organizational Behavior
  • Marketing Management
  • Strategy Formulation and Implementation

• A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.

• Official transcripts listing a minimum of three (3) graduate level credits in research methods, statistics or scientific reasoning with a grade of "C" or better.

• Current or a record of past employment in supervisory or management position is required for admission.

• Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.
• All doctoral (including reentry students) students will be required to demonstrate a foundation of educational exposure to research, statistics or quantitative reasoning in one of the following manners.
  • Applicable undergraduate University of Phoenix coursework completed within 10 years with a grade of C or better
  • Applicable graduate University of Phoenix coursework completed within 15 years with a grade of C or better
  • An official transcript reflecting 3 credits of undergraduate or comparable coursework in research, statistics, or quantitative reasoning completed within 10 years with a grade of C or better.
  • An official transcript reflecting 3 credits of graduate coursework in research, statistics, or quantitative reasoning completed within 15 years with a grade of C or better.
  • A minimum score of at least 149 for quantitative sections and a 4.25 on the analytical section of the GRE completed within the last 10 years

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.
  - 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, PHIL 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 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

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 implementation, and conditions that predict success or failure for an organization that expands its mission.

MGT 721 ............................................................ 3 credits

**Managing the Risks in a Global Environment**

This course evaluates alternative practices to manage risk in a global environment. Topics include measuring risk (economics, financial, political, etc.), creating tools to predict where to invest internationally, financial instruments of global investment, and techniques to mitigate risk.

ORG 721 ............................................................ 3 credits

**21st Century Issues in Organizational Behavior II**

This course continues research on issues that organizations face in optimizing their performance. Topics include how organizations develop a culture and set of political rules that define behavior within it, virtual teams, translating culture within a global organization, and conditions that predict success or failure for an organization that expands its mission.

PHL 700R ........................................................... 3 credits

**Creative and Critical Thinking**

This course challenges the learner to become a creative leader/problem-solver and to begin the process of personal transformation by questioning one's assumptions and conventional patterns of thinking. Throughout the course, learners will demonstrate characteristics of creative and critical thinking in individual and collaborative situations.

DOC 721R ......................................................... 2 credits

**Doctoral Seminar I**

This 3-day residency course begins the formal development of the learner's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner's dissertation. This course will incorporate learners from various doctoral programs/disciplines.

DOC 731R .......................................................... 3 credits

**Collaborative Case Study**

This course continues research on issues that organizations face in 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 implementation, and conditions that predict success or failure for an organization that expands its mission.

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.

LDR 731 ............................................................ 3 credits

**Contemporary Issues in Leadership**

This course explores the successes and controversial issues surrounding how and why senior leaders set and deploy organizational values, short- and long-term directions, and performance expectations that create a balanced value. The focus is on business results that encompass organizational learning, stakeholder satisfaction, overall budgetary, financial, and market performance.

BUS 731 ........................................................... 3 credits

**Transforming the Business I**

This course requires the learner to integrate all previous learning by identifying and solving organizational problems and recommending new business models that will increase organizational performance. The outcome of this course will be delivered in Transforming the Business II.

BUS 732 ........................................................... 3 credits

**Transforming the Business II**

This course requires the learner to integrate all previous learning by identifying and solving organizational problems and recommending new business models that will increase organizational performance. The outcome of this course will be a continuation of Transforming the Business I.

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 assump-
tions, advantages, limitations and appropriate application of corre-
lation/regression based approaches to data analysis. The course
will cover basic correlation methods, simple and multiple regres-
sion 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 indi-
vidual and group interviewing as techniques for phenomenologi-
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 indi-
vidual 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 dis-
sertation. Focus is placed on analysis approaches appropriate for
and relevant to case study research.

RES 729 .................................................................3 credits

**Ethnography and the Study of Culture**

In this course, students will build knowledge of and competence
with data analysis techniques developed in the anthropological tra-
dition of ethnography. Integrating data from multiple collection
methods (e.g. observational field notes, interviews, analyses of cul-
tural artifacts), students will develop coding/thematic grouping
protocols as well as strategies to develop findings into comprehen-
sive interpretation of a particular culture. The course will con-
clude with a comprehensive overview of the process and practice of writ-
ing 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 sci-
ence 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 the-
ory as well as the techniques and processes traditionally found
within grounded theory, such as the constant comparative method.
Focus is placed on the steps and procedures for analyzing data
within a grounded theory context.

RES 746 .................................................................3 credits

**Mixed Methods**

This course focuses on both conceptual issues surrounding
the use of mixed methods in business, education, nursing and
social science research and the analysis of data using mixed
methods. The course will involve scrutiny of published mixed-
method research throughout, and uses published research for refer-
ence purposes throughout the course. Students are expected to
develop skills in mixed-method research by engaging in actual
analysis of data using mixed methods. Thus, the course will blend
conceptualization, design, and analysis. Content of the course rep-
resents a clear recognition of the importance of mixed methods in
research and the growing importance of a solid knowledge of both
quantitative and qualitative approaches — and their blending — to
actually design and conduct meaningful doctoral level research.

DOC 722 .................................................................3 credits

**Doctoral Seminar II**

This is a mentor-guided course designed to focus on preparing the
dissertation proposal for approval. During this course, the
learner’s prospectus will be applied to the development of a pro-
posal. Topics in this course include focused literature review, statis-
tical 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 chair-guided course for students to finalize their disser-
tation proposals. The chair and committee members will work with
the student to assess and improve readiness and skill preparation
for completion of the dissertation proposal in accordance with
standards of ethical research. Students receive continued support
from chair and committee members to be engaged in communities of
scholarship and practice.

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 dissertation proposal is approved.

Doctor of Education in Educational Leadership

The following Doctor of Education in Educational Leadership (EdD) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Doctor of Education in Educational Leadership (Ed.D.) will prepare learners to become transformational leaders who will strategically manage and lead complex educational organizations. Graduates will be educational practitioners who demonstrate analytical, critical, and innovative thinking to improve the performance of educational institutions.

The Doctor of Education in Educational Leadership degree is consistent with the University’s mission to educate working adults to prepare learners to become transformational leaders who will strategically manage and lead complex educational organizations. Graduates will be educational practitioners who demonstrate analytical, critical, and innovative thinking to improve the performance of educational institutions.

The program 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 educational 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
Leadership Theory and Practice

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
Advanced Research Design, 3 total credits
RES 723 ~ .................................................................3 credits
Advanced Statistical Research Methods and Design
RES 724 ~ .................................................................3 credits
Qualitative Methods and Design

Ethics, Leadership, and Values in Education, 12 total credits
EDD 721 ~ ........................................................................3 credits
Planning and Leading Change
EDD 722 ~ ........................................................................3 credits
The Legal Context of Education
EDD 723 ~ ........................................................................3 credits
Ethics and Values in Learning Organizations
EDD 724 ~ ........................................................................3 credits
Instructional Leadership

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 Education, 9 total credits
EDD 731 ~ ........................................................................3 credits
The Economics of Education
EDD 732 ~ ........................................................................3 credits
Contemporary Policy Analysis and Development
EDD 733 ~ ........................................................................3 credits
Evaluation and Assessment Methods

Advanced Research Analysis, 3 total credits
RES 725 ~ ........................................................................3 credits
Descriptive and Comparative Data Analysis
RES 726 ~ ........................................................................3 credits
Correlational Methods of Analysis
RES 727 ~ ........................................................................3 credits
Approaches to Phenomenological Inquiry and Data Analysis
RES 728 ~ ........................................................................3 credits
Qualitative Case Study
RES 729 ~ ........................................................................3 credits
Ethnomethodology and the Study of Culture
RES 745 ~ ........................................................................3 credits
Grounded Theory Methods
RES 746 ~ ........................................................................3 credits
Mixed Methods

Dissertation, 9 total credits
DOC 722 ~ ........................................................................3 credits
Doctoral Seminar II
DOC 733 ~ ........................................................................3 credits
Doctoral Dissertation
DOC 734 ~ ........................................................................3 credits
Doctoral Project IV

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students have the option to complete the A or A and B courses for either DOC 733 and/or DOC 734 to ensure that all programmatic requirements and approvals have been met. Students who choose to pursue DOC 733A or DOC 734A must be awarded a letter grade from the faculty member for their final attempt at the "A" course. Students who proceed from DOC 733A or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "B" course.

DOC 733 A and B~ .................................................................3 credits
Doctoral Dissertation

In addition to fulfilling the Advanced Research Design and Advanced Research Analysis Program Requirements, you may select additional courses from the following if you have not satisfied the dissertation approval requirements upon completion of DOC 734: RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, and/or RES 729. You will be required to select and attend Doctoral Project courses from the list of courses outlined above until dissertation approval is granted. Doctoral Project courses may be designated as ELEC 723 or ELEC 725 on the initial course schedule.

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the EdD

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 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.
• All doctoral (including reentry students) students will be required to demonstrate a foundation of educational exposure to research, statistics or quantitative reasoning in one of the following manners.
  • Applicable undergraduate University of Phoenix coursework completed within 10 years with a grade of C or better
  • Applicable graduate University of Phoenix coursework completed within 15 years with a grade of C or better
  • An official transcript reflecting 3 credits of undergraduate or comparable coursework in research, statistics, or quantitative reasoning completed within 10 years with a grade of C or better.
  • An official transcript reflecting 3 credits of graduate coursework in research, statistics, or quantitative reasoning completed within 15 years with a grade of C or better.
  • A minimum score of at least 149 for quantitative sections and a 4.25 on the analytical section of the GRE completed within the last 10 years.

Academic Progression Requirements for the EdD

Students are subject to the following academic progression requirements:

• Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
• Students 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

• Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically suspended and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
• All credit-bearing courses, with the exception of COM 705, must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.
• DOC 721R Doctoral Seminar I may only be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
• Students who do not meet minimum grade requirements and maintain a minimum GPA of 3.00 will be placed on academic probation (AP) and will be subject to the University academic probation policy.

Degree Requirements for the EdD

Students must meet the following degree requirements within the six (6) year program completion deadline established by the University:
• A minimum of 68 doctorate credits.
• A minimum grade point average (GPA) of 3.0.
• Satisfactory completion of all residencies.
• Written approval of the dissertation proposal.
• Satisfactory oral defense and written completion of the dissertation.
• The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.
• Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.
• The diploma awarded for this program will read as: Doctor of Education.

Residency Requirements and Course Waivers for the EdD

Students must meet the following residency requirements:
• Completion of physical residencies.
• Five-day residency at the beginning of the program.
• Three-day residency at the beginning of year two.
• Eight-day residency at the beginning of year three.
• If a student's dissertation has not been completed and approved by the dean within 12 months of achieving candidacy, he or she must attend DOC 740R, a non-credit, three-day weekend residency course. Candidacy begins when a student has completed all coursework except DOC 733 and DOC 734.
• Students may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
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 711 .................................................................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, qualitative and quantitative 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, counter-
act 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 .................................................................................. 2 credits

Collaborative Case Study
This 5-day residency course is an exercise in practical, professional management decision making and is intended to focus the learner on the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders. The course requires the learner to synthesize and integrate theory and practice and to apply them toward the development of recommended solutions for specific managerial situations found within the organization's environment. This course will incorporate learners from various doctoral programs/disciplines.

DOC 725 .................................................................................. 3 credits
Apprenticeship is an expanding field that... teaching strategies and techniques... few years of teaching. These courses are... the learners' needs. 

**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

**Grounded Theory Methods**

This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research. The course will involve scrutiny of published research methods and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. The course will involve the development of a solid knowledge of both quantitative and qualitative approaches and their blending. The course provides an 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 IRB approval of ethical treatment within the proposed dissertation. The chair and committee members will work with the learners to design and conduct meaningful doctoral level research. The course provides an opportunity for learners to engage in communities of scholarship and practice.

**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 analysis approaches, research and current theory, proposal chapter format requirements, human subjects research requirements, and submission timelines.

**DOC 723 ....................................................................................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 analysis approaches, research and current theory, proposal chapter format requirements, human subjects research requirements, and submission timelines.

**DOC 734 ....................................................................................3 credits**

**Mixed Methods**

The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of both quantitative and qualitative approaches and their blending.
The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Doctor of Education in Educational Leadership with a specialization in Curriculum and Instruction will prepare learners to become instructional leaders who will strategically manage and lead processes related to curriculum, instruction, and assessment. Graduates will demonstrate both practical and scholarly knowledge in their use of analytical, critical, and innovative thinking to improve the performance of educational institutions. Historically, education has been a field of constant evolution and debate, with the pull of philosophical, cultural, and political influences felt throughout the industry. As such, contemporary educators face challenges unlike those faced by their predecessors. Educational leaders must design and facilitate learning in culturally diverse classrooms; manage the needs of multiple stakeholders; develop their classrooms, schools, and systems effectively and efficiently in the face of severe funding pressures; address the demands of regulatory bodies; and meet the outcomes established by the greater educational community.

As the education system undergoes these radical changes, there has been a drastic increase in the need for leaders who are capable of designing innovative curricular models in their institutions and of consistently improving their students’ outcomes. The Doctor of Education in Educational Leadership with a specialization in Curriculum and Instruction is offered by the University of Phoenix to enable leaders to affect these high levels of performance through applied scholarship, rigorous analysis, and comprehensive evaluation methods.

The Curriculum and Instruction specialization degree is consistent with the University’s mission to educate working adults to achieve their professional goals and to improve the quality of education in their communities. The program is designed to emphasize curricular leadership and to focus on applied research that improves instruction and educational outcomes.

**Program Goals**

Upon completion of all program requirements of the Doctor of Education in Educational Leadership with a specialization in Curriculum and Instruction degree, learners will be able to:

- Evaluate and improve instructional and organizational processes through research-based decisions.
- Support policy decisions through 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 week days and weekend days. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into dissertation preparation.

Additionally, in the Third Year residency, learners will apply their knowledge to a comprehensive, collaborative case study. This case study is the University’s vehicle for assessing programmatic learning. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the EdD/CI degree is the successful completion and oral defense of a significant, substantial, and independently completed Doctoral Dissertation that adds new information to the body of educational leadership knowledge. The dissertation provides the learner an opportunity to demonstrate mastery of germinal and current literature and express their competence in applying learning to actual organizational issues. To ensure the quality of this effort, the program’s curriculum is designed to develop the student’s ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research method for addressing these issues. Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this degree.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/eddi-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
- Curriculum Theory
- CUR 712~ ..................................................... 3 credits
- Developmental and Learning Theories
- 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
RES 745 ~ .......................................................... 3 credits
Grounded Theory Methods
RES 746 ~ .......................................................... 3 credits
Mixed Methods

**Dissertation, 9 total credits**
DOC 722 ~ .......................................................... 3 credits

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**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 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.

**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.
All doctoral (including reentry students) students will be required to demonstrate a foundation of educational exposure to research, statistics or quantitative reasoning in one of the following manners:

- Applicable undergraduate University of Phoenix coursework completed within 10 years with a grade of C or better
- Applicable graduate University of Phoenix coursework completed within 15 years with a grade of C or better
- An official transcript reflecting 3 credits of undergraduate or comparable coursework in research, statistics, or quantitative reasoning completed within 10 years with a grade of C or better
- An official transcript reflecting 3 credits of graduate coursework in research, statistics, or quantitative reasoning completed within 15 years with a grade of C or better
- A minimum score of at least 149 for quantitative sections and a 4.25 on the analytical section of the GRE completed within the last 10 years

### 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 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 734.
- 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) during Year 1.
- 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.

### EdD/CI

Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.

- All credit-bearing courses, with the exception of COM 705, must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.
- DOC 721R Doctoral Seminar I may only be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- Students who do not meet minimum grade requirements and maintain a minimum GPA of 3.00 will be placed on academic probation (AP) and will be subject to the University academic probation policy.

### Degree Requirements for the EdD/CI

Students must meet the following degree requirements within the six (6) year program completion deadline established by the University:

- A minimum of 68 doctorate credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of all residencies.
- Written approval of the dissertation proposal.
- Satisfactory oral defense and written completion of the dissertation.
- The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.
- Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.
- The diploma awarded for this program will read as: Doctor of Education and will not reflect the specialization. Specializations are reflected on the transcript only.

### Residency Requirements and Course Waivers for the EdD/CI

Students must meet the following residency requirements:

- Completion of physical residencies.
- Five-day residency at the beginning of the program.
- Three-day residency at the beginning of year two.
- Eight-day residency at the beginning of year three.
- If a student's dissertation has not been completed and approved by the dean within 12 months of achieving candidacy, he or she must attend DOC 740R, a non-credit, three-day weekend residency course. Candidacy begins when a student has completed all coursework except DOC 733 and DOC 734.
- Students may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
• In order to be granted a waiver with credit for a course in the required course of study, students must have completed a previous course that meets the following criteria:
  • The course must have been completed and transcripted from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
  • The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
  • The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
  • The following courses may not be waived: COM 705, DOC 721R, DOC 722, DOC 731R, DOC 732R, DOC 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.

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.
CUR 724 .................................................................................. 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.
PHL 700R .................................................................................. 3 credits

Supervision of Curriculum and Instruction
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.
CUR 731 .................................................................................. 3 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 .................................................................................. 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

Contemporary Policy Analysis and Development
This course provides an overview of contemporary education policy analysis and development. The Federal, state, local, and institutional levels of policy development are explored. The factors that influence the analysis and development of policy are discussed in depth. The evaluation and revision of policies and future trends and implications are examined.
CUR 732 .................................................................................. 3 credits

Program Evaluation
This course explores program evaluation models and methods utilized in learning organizations. Both formative and summative methods are discussed, and their merits and faults are debated. Accreditation issues are among the key topics, and the influence of leadership style on program evaluation methods is examined.
RES 725 .................................................................................. 3 credits

Descriptive and Comparative Data Analysis
This course focuses on statistical analysis methods and reporting of results when describing and comparing data from groups. Learners will explore the assumptions, advantages, limitations, and appropriate applications of these quantitative approaches. The methods covered will include comparison of means for various forms of data including multiple means using methods of basic and advanced factorial ANOVA. Multivariate comparisons will also be explored under conditions of multiple independent and dependent variables using techniques including Hotelling’s T, MANOVA and related techniques. Depending on the learners’ needs other approaches may be covered.
RES 726 .................................................................................. 3 credits

Correlational Methods of Analysis
This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners will explore the underlying assumptions, advantages, limitations and appropriate application of corre-
luation/regression-based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners’ needs, other approaches may be covered.

RES 727 ............................................................... 3 credits

Approaches to Phenomenological Inquiry and Data Analysis
This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research.

RES 728 .............................................................. 3 credits

Qualitative Case Study
This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.

RES 729 .............................................................. 3 credits

Ethnomethodology and the Study of Culture
In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g., observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on “thick description” as a critical mode of representation.

RES 745 .............................................................. 3 credits

Grounded Theory Methods
This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.

RES 746 .............................................................. 3 credits

Mixed Methods
The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of both quantitative and qualitative approaches – and their blending – to actually design and conduct meaningful doctoral level research.

DOC 722 ........................................................................ 3 credits

Doctoral Seminar II
This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner’s prospectus will be applied to the development of a proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, human subject research requirements, and submission timelines.

DOC 733 ........................................................................ 3 credits

Doctoral Dissertation
This is a chair-guided course for students to finalize their dissertation proposals. The chair and committee members will work with the student to assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.

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 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 subject research requirements, and submission timelines.

DOC 733 ........................................................................ 3 credits

Doctoral Dissertation
This is a chair-guided course for students to finalize their dissertation proposals. The chair and committee members will work with the student to assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.

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 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 subject research requirements, and submission timelines.

DOC 733 ........................................................................ 3 credits

Doctoral Dissertation
This is a chair-guided course for students to finalize their dissertation proposals. The chair and committee members will work with the student to assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.

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 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 subject research requirements, and submission timelines.

DOC 733 ........................................................................ 3 credits

Doctoral Dissertation
This is a chair-guided course for students to finalize their dissertation proposals. The chair and committee members will work with the student to assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.

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.

DO...
a specialization in Information Systems and Technology (DM/IST) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to 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 mission of the Doctor of Management in Organizational Leadership with a specialization in Information Systems and Technology (DM/IST) is to enable professionals from any industry to understand and evaluate the scope and impact of information systems and technology (IST) from organizational, industry-wide, and global perspectives. The DM/IST curriculum lays a foundation of knowledge in critical thinking, leadership, and the application of IST content areas. Learners integrate this knowledge with their professional experiences and doctoral-level research to create innovative, positive, and practical contributions to the body of IST knowledge. Graduates will be able to influence their organization and environment positively with transformational IST leadership practices.

This doctoral program in IST management incorporates coursework in fundamental management, organizational, and leadership concepts to engender the development of IST leadership perspectives. As such, learners with a professional leadership background in any discipline will be able to add their unique perspective to the study of the context, breadth, and processes of IST management.

Program Goals
Upon completion of all program requirements of the Doctorate in Management in Organizational Leadership with a specialization in Information Systems degree, learners will be able to:

- Conduct research as a foundation for executive action.
- Demonstrate innovation and creativity in developing new IT models to explain, forecast, support, and improve the strategic, tactical, and operational performance of organizations.
- Integrate and align IT initiatives with organizational strategy.
- Lead the IT decision-making process toward positive outcomes.
- Provide leadership to improve the overall performance of the organization in its industry, community, and global environment.

Program Structure
The DM/IST program has a 68-credit requirement that involves both residency and online modalities of instruction. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and be required to spend approximately 25 hours per week on required coursework.

Learners will attend 16 days in residency during the 3-year program. Year One begins with a 5-day residency; Year Two requires a 3-day residency; Year Three requires an 8-day residency. Attendance during all days of the residencies is mandatory. Please note that learners can expect residencies to occur during both weekdays and weekend days. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into dissertation preparation.

Additionally, in the Third Year residency, learners will apply their knowledge to a comprehensive, collaborative case study. This case study is the University’s vehicle for assessing programmatic learning. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the DM/IST degree is the successful completion and oral defense of a significant, substantial, and independently completed Doctoral Dissertation that adds new information to the body of educational leadership knowledge. The dissertation provides the learner an opportunity to demonstrate mastery of germainal 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
SEM 700R ................................................................. 0 credits
Doctoral Program Orientation Seminar
LDR 711A ~ ............................................................... 3 credits
Leadership Theory and Practice

Foundations of Informational Systems in Management and Organizational Leadership, 12 total credits
IST 710 ~ ................................................................. 3 credits
Foundations of Information Systems Management
PHL 717 ~ ................................................................. 3 credits
Constructing Meaning
ORG 716 ~ ............................................................... 3 credits
Organizational Theory and Design
MGT 716 ~ ............................................................... 3 credits
Management Philosophies

Research Foundations, 6 total credits
RES 711 ~ ................................................................. 3 credits
Fundamental Principles of Sound Research
RES 722A ~ .............................................................. 3 credits
Research Design

Advanced Research Design, 3 total credits
RES 723 ~ ................................................................. 3 credits
Advanced Statistical Research Methods and Design
RES 724 ~ ................................................................. 3 credits
Qualitative Methods and Design

Information Systems Across Organizations, 12 total credits
IST 721 ~ ................................................................. 3 credits
Knowledge Worker Information Systems
IST 722 ~ ................................................................. 3 credits
Information Technology for Teams
IST 723 ~ .................................................................3 credits

Departmental Information Systems
IST 724 ~ .................................................................3 credits

Organizational Information Systems Management

Doctoral Residencies, 10 total credits

PHL 700R ~ .................................................................3 credits
Creative and Critical Thinking

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 Information Systems and Technology, 9 total credits

IST 731 ~ .................................................................3 credits
Partnership and Industry Information Systems

IST 732 ~ .................................................................3 credits
Global Information Systems Management

IST 733 ~ .................................................................3 credits
Information Systems Management Architecture

Advanced Research Analysis, 3 total credits

RES 725 ~ .................................................................3 credits
Descriptive and Comparative Data Analysis

RES 726 ~ .................................................................3 credits
Correlational Methods of Analysis

RES 727 ~ .................................................................3 credits
Approaches to Phenomenological Inquiry and Data Analysis

RES 728 ~ .................................................................3 credits
Qualitative Case Study

RES 729 ~ .................................................................3 credits
Ethnomethodology and the Study of Culture

RES 745 ~ .................................................................3 credits
Grounded Theory Methods

RES 746 ~ .................................................................3 credits
Mixed Methods

Dissertation, 9 total credits

DOC 732 ~ .................................................................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 DOCO 733A or DOC 734A must be awarded a letter grade from the faculty member for their final attempt at the “A” course.

Students who proceed from DOC 733A or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the “B” course. DOC 733A and B~ .................................................................3 credits

Doctoral Dissertation

DOC 734 A and B~ .................................................................3 credits

Doctoral Project IV

Students may be required to complete DOC 733B and DOC 734B until all programmatic requirements and approvals have been met. In addition to fulfilling the Advanced Research Design and Advanced Research Analysis Program Requirements, you may select additional courses from the following if you have not satisfied the dissertation approval requirements upon completion of DOC 734: RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, and/or RES 729. You will be required to select and attend Doctoral Project courses from the list of courses outlined above until dissertation approval is granted. Doctoral Project courses may be designated as ELEC 723 or ELEC 725 on the initial course schedule.

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the DM/IST

All applicants are expected to meet the following admissions requirements:

• A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

• A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.

• Official transcripts listing a minimum of three (3) college credits in research methods, statistics or scientific reasoning with a grade of “C” or better.

• Current or a record of past employment in leadership of people or processes is required for admission.

• Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.

• All doctoral (including reentry students) students will be required to demonstrate a foundation of educational exposure to research, statistics or quantitative reasoning in one of the following manners.

• Applicable undergraduate University of Phoenix coursework completed within 10 years with a grade of C or better

• Applicable graduate University of Phoenix coursework completed within 15 years with a grade of C or better

• An official transcript reflecting 3 credits of undergraduate or comparable coursework in research, statistics, or quantitative reasoning completed within 10 years with a grade of C or better.
• An official transcript reflecting 3 credits of graduate coursework in research, statistics, or quantitative reasoning completed within 15 years with a grade of C or better
• A minimum score of at least 149 for quantitative sections and a 4.25 on the analytical section of the GRE completed within the last 10 years

Academic Progression Requirements for the DM/IST

Students are subject to the following academic progression requirements:
• Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
• Students may concurrently enroll in DOC 740R with any of the dissertation courses (DOC 733 A/B or DOC 734 A/B).
• Students may have only one incomplete grade on their records at a time.
• Students must submit and receive written approval of the dissertation concept paper as a completion requirement for DOC 721R Doctoral Seminar I.
• Successful completion of DOC 731R which serves as a qualifying examination course in the program.
• Quality review of dissertation proposal to advance beyond DOC 732R.
• Committee literature review prior to enrollment in DOC 734.
• Institutional Review Board approval prior to enrollment in advanced qualitative and quantitative analysis course (RES 725 - RES 729).
• Quality final Institutional review of dissertation during DOC 734.
• Editorial Review after DOC 734 and prior to graduation.
• Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The soonest a student can take DOC 740R is 6 months after completing the last group study course. Once students have completed DOC 740R, it does not need to be repeated unless the student chooses to take it again.
• Students who would like to repeat DOC 740R may repeat the course.

Academic Standing and Scholastic Disqualification for the DM/IST

• Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically disqualified and must repeat the course. 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-
• Two" or better. Students who earn a grade lower than "B-
• Two" 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/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 approved nationally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the required course of study, students must have completed a previous course that meets the following criteria:
• The course must have been completed and transcripted from a regionally approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
• The following courses may not be waived: COM 705, DOC 721R, DOC 722, DOC 731R, DOC 732R, DOC 733, DOC 734, DOC 740R, IST 710, IST 721, IST 722, IST 723, IST 724, IST 731, IST 732, IST 733, PHL 700R, RES 722A, RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, RES 729, RES 745, SEM 700R
• 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**

**Communication Strategies**

This 3-week online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within University of Phoenix’s adult learning model. Topics include enhanced communication skills, academic rigor, scholarly practices, APA formatting and style, individual and group presentation techniques, doctoral-level research tools, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.

**SEM 700R** ................................................................. 0 credits

**Doctoral Program Orientation Seminar**

SEM 700R is a two-week, online course designed to promote doctoral-level inquiry and reinforce the School of Advanced Studies’ integrated scholarship, practice, and leadership approach. During SEM 700R, learners participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, and community building. On completing SEM 700R, learners are well positioned to transition to their first content-based doctoral course with a vision for successfully completing the remainder of the program.

**LDR 711A** ................................................................. 3 credits

**Leadership Theory and Practice**

This course provides an opportunity for learners to examine leadership from various historical, theoretical, and practical perspectives. Upon completion of this course, learners will develop a reflexive leadership plan that integrates personal approaches to leadership into the scholar/practitioner/leader model.

**IST 710** ................................................................. 3 credits

**Foundations of Information Systems Management**

This course surveys the major content areas of information systems management that will be examined at various organizational levels of the Information Systems and Technology Specialization of the Doctor of Management program. The major content areas (IST domains) to be surveyed include information technology management, networking, Web, database, programming, and systems development. Upon completion of this course, the learners will be prepared to analyze, define, and research the unique management considerations of each domain within various organization levels.

**PHL 717** ................................................................. 3 credits

**Constructing Meaning**

The postmodern world is an amalgam of our beliefs, physical sensory interpretations, psychological projections of our wants/needs/fantasies, a cultural interpretation of existence/meaning/purpose, a moral sense of right and wrong, a religious or spiritual interpretation of responsibility, and the sense of the relationship we have to each other. Learners explore the concept of postmodernism through the writings of some of the classic thinkers. Learners will also undertake an examination of the way they personally construct their world - what it means and what is meaningful at a personal level, with some insight into why that is the case for them. This information will be explored and learners will use this to inform their leadership behavior and explain their style.

**Organizational Theory and Design**

Upon completion of this course, learners will be prepared to analyze and select appropriate paradigms to guide organizational research. Additionally, learners will have the ability to apply organizational theories systematically to enrich existing models or develop new models to increase performance and effectiveness.

**ORG 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 foun-
dational 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.

DOC 721R ................................................................................................... 2 credits

Doctoral Seminar I
This 3-day residency course begins the formal development of the learner’s dissertation. This development will be ongoing throughout the curriculum and result in the dissertation’s submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner’s dissertation. This course will incorporate learners from various doctoral programs/disciplines.

DOC 731R ................................................................................................... 3 credits

Collaborative Case Study
This 5-day residency course is an exercise in practical, professional management decision making and is intended to focus the learner on the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders. The course requires the learner to synthesize and integrate theory and practice and to apply them toward the development of recommended solutions for specific managerial situations found within the organization’s environment. This course will incorporate learners from various doctoral program/disciplines.

DOC 732R ................................................................................................... 2 credits

Doctoral Seminar III
This 3-day residency course is designed to facilitate the process through an approved Doctoral Proposal to final submission of the Doctoral Dissertation due at the end of the program, with the final chapters being explored for content and format.

DOC 740R ................................................................................................... 0 credit

Annual Renewal Residency
This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/728. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in “all but dissertation” status.

IST 731 ........................................................................................................ 3 credits

Partnership and Industry Information Systems
This course extends the learning from previous intra-company relationships to external IS organizational relationships. Upon completion of this course, the learner will be prepared to define, evaluate, and plan the application of IST domains that must be considered when developing partnerships and common industry relationships.

IST 732 ........................................................................................................ 3 credits

Global Information Systems Management
This course extends the examination of the IST domains studied throughout the program to the global level. The learner will examine the application of the IST domains in the setting of a global economy and international business environment. The learners will be prepared to define the common IS management approaches for the development of business systems that can support global information systems requirements.

IST 733 ........................................................................................................ 3 credits

Information Systems Management Architecture
In this course, learners will create an innovative model, incorporating the domains and models from previous coursework. In the model building, learners will demonstrate their leadership competencies as related to IST.

RES 725 ...................................................................................................... 3 credits

Descriptive and Comparative Data Analysis
This course focuses on statistical analysis methods and reporting of results when describing and comparing data from groups. Learners will explore the assumptions, advantages, limitations, and appropriate applications of these quantitative approaches. The methods covered will include comparison of means for various forms of data including multiple means using methods of basic
and advanced factorial ANOVA. Multivariate comparisons will also be explored under conditions of multiple independent and dependent variables using techniques including Hotelling’s T, MANOVA and related techniques. Depending on the learners’ needs other approaches may be covered.

RES 726 ....................................................................................3 credits

Correlational Methods of Analysis
This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners will explore the underlying assumptions, advantages, limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners’ needs, other approaches may be covered.

RES 727 ....................................................................................3 credits

Approaches to Phenomenological Inquiry and Data Analysis
This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research.

RES 728 ....................................................................................3 credits

Qualitative Case Study
This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.

RES 729 ....................................................................................3 credits

Ethnomethodology and the Study of Culture
In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g. observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on “thick description” as a critical mode of representation.

RES 745 ....................................................................................3 credits

Grounded Theory Methods
This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.

RES 746 ....................................................................................5 credits

Mixed Methods
The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches — and their blending — to actually design and conduct meaningful doctoral level research.

DOC 722 ....................................................................................3 credits

Doctoral Seminar II
This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner’s prospectus will be applied to the development of a proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, human subjects research requirements, and submission timelines.

DOC 733 ....................................................................................3 credits

Doctoral Dissertation
This is a chair-guided course for students to finalize their dissertation proposals. The chair and committee members will work with the student to assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.

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/committee relationship and the learner’s earned 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
• Evaluate, develop and implement policies and practices that
• Strengthen leadership skills and abilities that foster the
• Use theoretical constructs to assess and develop implementation
• Conduct, evaluate, and apply research designed to explain,

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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>RES 722A</td>
<td>Research Foundations</td>
<td>3 credits</td>
</tr>
<tr>
<td>LDR 711A</td>
<td>Leadership Theory and Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>DHA 714</td>
<td>Management of Health Care Organizations</td>
<td>3 credits</td>
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**Foundations in Health Care Administration, 12 total credits**

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<thead>
<tr>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DHA 711</td>
<td>Administration of Complex Health Care Systems</td>
<td>3 credits</td>
</tr>
<tr>
<td>DHA 712</td>
<td>Risk Management in Complex Organizations</td>
<td>3 credits</td>
</tr>
<tr>
<td>DHA 713</td>
<td>Managing Resources in Health Organizations</td>
<td>3 credits</td>
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**Health Care Marketing**

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<thead>
<tr>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>RES 711</td>
<td>Research Foundations</td>
<td>3 credits</td>
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</tbody>
</table>

**Advanced Research Design, 3 total credits**

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<tr>
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<tbody>
<tr>
<td>RES 723</td>
<td>Advanced Statistical Research Methods and Design</td>
<td>3 credits</td>
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</thead>
<tbody>
<tr>
<td>RES 724</td>
<td>Quantitative Methods and Design</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
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
PML 700R ~ ................................................................. 3 credits
Creative and Critical Thinking
DOC 721R ~ ............................................................ 2 credits
Doctoral Seminar I
DOC 731R ~ ............................................................ 3 credits
Collaborative Case Study
DOC 722R ~ ............................................................ 2 credits
Doctoral Seminar II
DOC 740R ................................................................. 0 credits
Annual Renewal Residency

Advanced Inquiry in Health Care Leadership, 9 total credits
DHA 731 ~ ................................................................. 3 credits
Population Health and Epidemiology
DHA 732 ~ ................................................................. 3 credits
Evaluation of Health Care Programs
DHA 733 ~ ................................................................. 3 credits
Contemporary Leadership Issues

Advanced Research Analysis, 3 total credits
RES 725 ~ ................................................................. 3 credits
Descriptive and Comparative Data Analysis
RES 726 ~ ................................................................. 3 credits
Correlational Methods of Analysis
RES 727 ~ ................................................................. 3 credits
Approaches to Phenomenological Inquiry and Data Analysis
RES 728 ~ ................................................................. 3 credits
Qualitative Case Study
RES 729 ~ ................................................................. 3 credits
Ethnomethodology and the Study of Culture
RES 745 ~ ................................................................. 3 credits
Grounded Theory Methods
RES 746 ~ ................................................................. 3 credits
Mixed Methods

Dissertation, 9 total credits
DOC 722 ~ ................................................................. 3 credits
Doctoral Seminar II
DOC 733 ~ ................................................................. 3 credits
Doctoral Dissertation
DOC 734 ~ ................................................................. 3 credits
Doctoral Project IV

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students have the option to complete the A or B and C 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 Project IV
DOC 734 A and B~ ................................................................. 3 credits

Additional Admission Requirements for the DHA

All applicants are expected to meet the following admissions requirements:

- A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.

- Official transcripts listing a minimum of three (3) graduate level credits in research methods, statistics or scientific reasoning with a grade of "C" or better.

- Current or a record of past employment in supervisory or management position is required for admission.

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.

- All doctoral (including reentry students) students will be required to demonstrate a foundation of educational exposure to research, statistics or quantitative reasoning in one of the following manners:
  - Applicable undergraduate University of Phoenix coursework completed within 10 years with a grade of C or better
  - Applicable graduate University of Phoenix coursework completed within 15 years with a grade of C or better
• An official transcript reflecting 3 credits of undergraduate or comparable coursework in research, statistics, or quantitative reasoning completed within 10 years with a grade of C or better.
• An official transcript reflecting 3 credits of graduate coursework in research, statistics, or quantitative reasoning completed within 15 years with a grade of C or better.
• A minimum score of at least 149 for quantitative sections and a 4.25 on the analytical section of the GRE completed within the last 10 years.

**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.
- Satisfactory oral defense and written completion of the dissertation.
- Written approval of the dissertation proposal.
- Written approval 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 have only one incomplete grade on their records at a time.
- Students must submit and receive written approval of the dissertation concept paper as a completion requirement for DOC 721R Doctoral Seminar I.
- Successful completion of DOC 731R which serves as a qualifying examination course in the program.
- Quality review of dissertation proposal to advance beyond DOC 732R.
- Committee literature review prior to enrollment in DOC 734.
- Institutional Review Board approval prior to enrollment in advanced qualitative and quantitative analysis course (RES 725 - RES 729).
- Quality final Institutional review of dissertation during DOC 734.
- Editorial Review after DOC 734 and prior to graduation.
- Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The soonest a student can take DOC 740R is 6 months after completing the last group study course. Once students have completed DOC 740R, it does not need to be repeated unless the student chooses to take it again.
- Students who would like to repeat DOC 740R may repeat the course.

**Academic Standing and Minimum Grade Requirements for the DHA**

Students who would like to repeat DOC 740R may repeat the course.

- 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 700R, RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, RES 729, SEM 700R
• The dissertation may not be waived.

Course Descriptions for the DHA

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. Upon 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 assumes 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 problem-solver and to begin the process of personal transformation by questioning one’s assumptions and conventional patterns of thinking. Throughout the course, learners will demonstrate characteristics of creative and critical thinking in individual and collaborative situations.

DOC 721R ................................................................................ 2 credits

Doctoral Seminar I

This 3-day residency course begins the formal development of the learner’s dissertation. This development will be ongoing throughout the curriculum and result in the dissertation’s submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner’s dissertation. This course will incorporate learners from various doctoral programs/disciplines.

DOC 731R ................................................................................ 3 credits

Collaborative Case Study

This 5-day residency course is an exercise in practical, professional management decision making and is intended to focus the learner on the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders. The course requires the learner to synthesize and integrate theory and practice and to apply them toward the development of recommended solutions for specific managerial situations found within the organization’s environment. This course will incorporate learners from various doctoral program/disciplines.

DOC 732R ................................................................................ 2 credits

Doctoral Seminar III

This 3-day residency course is designed to facilitate the process through an approved Doctoral Proposal to final submission of the Doctoral Dissertation due at the end of the program, with the final chapters being explored for content and format.

DOC 740R ................................................................................ 0 credit

Annual Renewal Residency

This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/728. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in “all but dissertation” status.

DHA 731 ................................................................................ 3 credits

Population Health and Epidemiology

The science of epidemiology is essential for projecting the population health needs and appropriate allocation of public and private resources. This course focuses on the utilization of epidemiologic studies and techniques as a basis for health care policy and administrative decision making. Students will apply this science in the analysis of emerging health epidemics and diseases.

DHA 732 ................................................................................ 3 credits

Evaluation of Health Care Programs

This course prepares the contemporary health administrator to utilize research methodologies in making decisions regarding the cost effectiveness of specific health programs. Case studies will be used that incorporate disease-specific programs, community-wide health interventions, and population specific care management programs across a variety of health settings.

DHA 733 ................................................................................ 3 credits

Contemporary Leadership Issues

This seminar focuses on the applications of new knowledge in creating new policies and models in the administration of health programs. Learners will explore contemporary issues and their impact on emerging leadership and management theory. Learners will demonstrate integration of knowledge.

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 methods as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on “thick description” as a critical mode of representation.

RES 745 ....................................................................................3 credits

Grounded Theory Methods
This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.

RES 746 ....................................................................................3 credits

Mixed Methods
The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches — and their blending — to actually design and conduct meaningful doctoral level research.

DOC 722 ....................................................................................3 credits

Doctoral Seminar II
This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner’s prospectus will be applied to the development of a proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, human subjects research requirements, and submission timelines.

DOC 733 ....................................................................................3 credits

Doctoral Dissertation
This is a chair-guided course for students to finalize their dissertation proposals. The chair and committee members will work with the student to assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.

DOC 734 ....................................................................................3 credits

Doctoral Project IV
This is the final course in the program’s sequence in which the learner, with the guidance of his or her mentor, completes the formal oral defense of the dissertation and prepares and submits the study for University approval. An approved dissertation is required to complete this class.

DOC 733A ................................................................................3 credits

Doctoral Dissertation
This is the second one-on-one chair-guided course for a doctoral learner working to complete a dissertation proposal. Learners enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or IRB approval of ethical treatment within the proposed study. The learner/chair relationship and the learner earning approval of the dissertation proposal from all three groups is the catalyst for the course.

DOC 733B ................................................................................3 credits

Doctoral Dissertation
This third available dissertation proposal course provides extended time for one-on-one work between a learner and his or her dissertation committee Chair. Learners enroll for this course when a learner has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Learners should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Learners must repeat this course, until the dissertation proposal is approved.

Doctor of Education in Educational Leadership/
Educational Technology

The following Doctor of Education in Educational Leadership/ Educational Technology (EdD/ET) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Educational Technology specialization of the Doctor of Education in Educational Leadership program will prepare learners to become education leaders who strategically manage and lead processes related to the integration of technology in various learning environments. Graduates will demonstrate both practical and scholarly knowledge in their use of analytical, critical, and innovative thinking to improve the performance of educational institutions by utilizing technological innovations to support and enhance the educational process.

Historically, education has been a field of constant evolution, continually shifting to meet the rapidly expanding needs of learners and demands of our society. The correct utilization of educational technology plays a key role in establishing education reform and transformation in the 21st century. Graduates of the Educational Technology specialization will be prepared to take on these challenges and to assume the lead in advocating technological innovation in educational environments. Learners will develop in-depth knowledge of the analytical, planning, implementation, and evaluation processes necessary to implement the new and expanding technologies into the classroom and to promote technological competence in their administrations. In addition, learners will explore germainal and contemporary research in educational technology, instructional design, instructional media, and distance learning. The Educational Technology specialization is consistent with the University’s mission to educate working adults to achieve their professional goals and to improve the quality of education in their communities. The program is designed to emphasize educational leadership and to focus on applied research that improves the design, development, and integration of appropriate learning technologies into education, industry, and government.

Program Goals

Upon completion of all program requirements of the Educational Technology specialization of the Doctorate in Education in Educational Leadership degree, learners will be able to:

- Support and enhance the educational process through technological innovation
- Manage and lead organizational reform and transformation through strategic decision-making
- Design, develop, and implement technology solutions to enhance learning
- Balance the competing priorities of technology and curriculum development on research, theory, and experience
- Demonstrate strategies for life-long learning and continuous improvement of technological competence

Program Structure

The Ed.D/ET program has a 68-credit requirement that involves both residency and online modalities of instruction. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and be required to spend approximately 25 hours per week on required course work.

Learners will attend 16 days in residency during the 3-year program. Year One begins with a 5-day residency; Year Two requires a 3-day residency; Year Three requires an 8-day residency. Attendance during all days of the residencies is mandatory. Please note that learners can expect residencies to occur during both week days and weekend days. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into dissertation preparation.

Additionally, in the third year residency, learners will apply their knowledge to a comprehensive, collaborative case study. This case study is the University’s vehicle for assessing programmatic learning. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the Ed.D/ET degree is the successful completion and oral defense of a significant, substantial, and independently completed dissertation that adds new information to the body of educational leadership knowledge.

The dissertation provides the learner an opportunity to demonstrate mastery of germainal 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/ed-d-et.

EdD/ET Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Doctoral Foundations, 4 total credits**
COM 705 ................................. 1 credit
Communication Strategies
SEM 700R ................................. 0 credits
Doctoral Program Orientation Seminar
LDR 711A ~ .............................. 3 credits
Leadership Theory and Practice

**Foundations in Educational Leadership and Technology, 12 total credits**
EDD 711 ~ ................................. 3 credits
Social Contexts and Contemporary Issues
CUR 711 ~ ................................. 3 credits
Developmental and Learning Theories
EDT 711 ~ ................................. 3 credits
Educational Technology Research
EDD 712~ ................................. 3 credits
Leadership in Contemporary Organizations
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
Techniques and Practices in Educational Technology, 12 total credits
EDD 721 ~ ................................................................. 3 credits
Planning and Leading Change
EDT 721 ~ ................................................................. 3 credits
Instructional Design
EDT 722 ~ ................................................................. 3 credits
Distance Learning
EDT 723 ~ ................................................................. 3 credits
Instructional Media and Design Techniques
Doctoral Residencies, 10 total credits
PHL 700R ~ ................................................................. 3 credits
Creative and Critical Thinking
DOCTORAL RESIDENCY I
DOCTORAL RESIDENCY II
DOCTORAL RESIDENCY III
DOCTORAL RESIDENCY IV
Advanced Inquiry in Educational Technology Leadership, 9 total credits
EDT 731 ~ ................................................................. 3 credits
System Analysis and Design
EDD 732 ~ ................................................................. 3 credits
Contemporary Policy Analysis and Development
EDT 732 ~ ................................................................. 3 credits
Integrating Technology and Curriculum
Advanced Research Analysis, 3 total credits
RES 725 ~ ................................................................. 3 credits
Descriptive and Comparative Data Analysis
RES 726 ~ ................................................................. 3 credits
Correlational Methods of Analysis
RES 727 ~ ................................................................. 3 credits
Approaches to Phenomenological Inquiry and Data Analysis
RES 728 ~ ................................................................. 3 credits
Qualitative Case Study
RES 729 ~ ................................................................. 3 credits
Ethnomethodology and the Study of Culture
RES 745 ~ ................................................................. 3 credits
Grounded Theory Methods
RES 746 ~ ................................................................. 3 credits
Mixed Methods
Dissertation, 9 total credits
DOC 722 ~ ................................................................. 3 credits
Doctoral Seminar II
DOC 733 ~ ................................................................. 3 credits
Doctoral Dissertation
DOC 734 ~ ................................................................. 3 credits
Doctoral Project IV

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students have the option to complete the A or A and B courses for either DOC 733 and/or DOC 734 to ensure that all programmatic requirements and approvals have been met. Students who choose to pursue DOC 733A or DOC 734A must be awarded a letter grade from the faculty member for their final attempt at the "A" course. Students who proceed from DOC 733A or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "B" course.

DOCTORAL PROJECT IV

Additional Admission Requirements for the EdD/ET

All applicants are expected to meet the following admissions requirements:

- A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.

- Official transcripts listing a minimum of three (3) graduate level credits in research methods, statistics or scientific reasoning with a grade of "C" or better.

- Current or a record of past employment in supervisory or management position is required for admission.
• Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.
• All doctoral (including reentry students) students will be required to demonstrate a foundation of educational exposure to research, statistics or quantitative reasoning in one of the following manners.
  • Applicable undergraduate University of Phoenix coursework completed within 10 years with a grade of C or better
  • Applicable graduate University of Phoenix coursework completed within 15 years with a grade of C or better
  • An official transcript reflecting 3 credits of undergraduate or comparable coursework in research, statistics, or quantitative reasoning completed within 10 years with a grade of C or better.
  • An official transcript reflecting 3 credits of graduate coursework in research, statistics, or quantitative reasoning completed within 15 years with a grade of C or better
  • A minimum score of at least 149 for quantitative sections and a 4.25 on the analytical section of the GRE completed within the last 10 years

Academic Progression Requirements for the EdD/ET
Students are subject to the following academic progression requirements:
• Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
• Students may concurrently enroll in DOC 740R with any of the dissertation courses (DOC 733 A/B or DOC 734 A/B).
• Students may have only one incomplete grade on their records at a time.
• Students must submit and receive written approval of the dissertation concept paper as a completion requirement for DOC 721R Doctoral Seminar I.
• Successful completion of DOC 731R which serves as a qualifying examination course in the program.
• Quality review of dissertation proposal to advance beyond DOC 732R.
• Committee literature review prior to enrollment in DOC 734.
• Institutional Review Board approval prior to enrollment in advanced qualitative and quantitative analysis course (RES 725-RES 729).
• Quality final Institutional review of dissertation during DOC 734.
• Editorial Review after DOC 734 and prior to graduation.
• Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The soonest a student can take DOC 740R is 6 months after completing the last group study course. Once students have completed DOC 740R, it does not need to be repeated unless the student chooses to take it again.
• Students who would like to repeat DOC 740R may repeat the course.

Academic Standing and Minimum Grade Requirements for the EdD/ET
Students must meet the following 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 721, DOC 788.
  • The dissertation may not be waived.

**Course Descriptions for the EdD/ET**

**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 and theoretical, and practical perspectives. Upon completion of this course, learners will develop a reflective leadership plan that integrates personal approaches to leadership into the scholar/practitioner/leader model.

**EDD 711** .................................................. 3 credits

**Social Contexts and Contemporary Issues**
This course focuses on the historical concepts, demographic trends, and current issues of education. An analysis of institutions, unionization, technology, and diversity are of focus.

**CUR 711** .................................................. 3 credits

**Developmental and Learning Theories**
Theories on the physical, social, emotional, and intellectual development of learners across the lifespan are the focus of this course. These theories and their effect on the educational process and the design and implementation of instructional programs will be examined.

**EDT 711** .................................................. 3 credits

**Educational Technology Research**
This course explores research on learning with technology. Focal areas include learner control, media preference, motivation, collaborative learning, and computer-mediated communication. Learners formulate conclusions based on refereed studies and consider the relationship between research design and questions.

**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.

**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, counter-
act 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 3-day residency course is an exercise in practical, professional management decision making and is intended to focus the learner on the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders. The course requires the learner to synthesize and integrate theory and practice and to apply them toward the development of recommended solutions for specific managerial situations found within the organization’s environment. This course will incorporate learners from various doctoral program/disciplines.

**DOC 732R** ................................................................. 2 credits

**Doctoral Seminar III**

This 3-day residency course is designed to facilitate the process through an approved Doctoral Proposal to final submission of the Doctoral Dissertation due at the end of the program, with the final chapters being explored for content and format.

**DOC 740R** ................................................................. 0 credit

**Annual Renewal Residency**

This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/728. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in “all but dissertation” status.

**EDT 731** ................................................................................. 3 credits

**System Analysis and Design**

This course follows the phases of needs analysis, planning, implementation, and evaluation that are integral to large-scale instructional technology projects. Learners consider vendor selection, organizational constraints, maintenance, and enhancements in an effort to address learners’ present and future needs. Learners focus on developing systemic solutions that avoid the pitfalls of piecemeal technology adoptions.

**EDT 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.

RES 745 ................................................................. 3 credits

Grounded Theory Methods
This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.

RES 746 ................................................................. 3 credits

Mixed Methods
The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches – and their blending – to actually design and conduct meaningful doctoral level research.

DOC 722 ................................................................. 3 credits

Doctoral Seminar II
This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner’s prospectus will be applied to the development of a proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal format and content, human subjects research requirements, and submission timelines.

DOC 733 ................................................................. 3 credits

Doctoral Dissertation
This is a mentor-guided course for students to finalize their dissertation proposals. The chair and committee members will work with the student to assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.

DOC 743 ................................................................. 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:

- A completed and signed certificate application and application fee
- Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - or-
  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
  - or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
  - or-
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D. is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- 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 or refugee 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.
  - Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
• Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
• 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 Office of Admissions & Records.

• 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.

• 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 Office of Admissions & Records.

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 Office of Admissions & Records.

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.

- Students earning this certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.

- Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.

- Students earning the certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.

- All students must complete the minimum number of credits required by their certificate program.

- The certificate awarded for this program will read as: Project Management

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**CERTIFICATE PROGRAMS FOR THE UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS - UNDERGRADUATE**

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**Project Management**

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The 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**

- CPMGT 300 Project Management ~ 3 credits
- CPMGT 301 ~ Strategic Portfolio and Project Management ~ 3 credits
- CPMGT 302 ~ Procurement and Risk Management ~ 3 credits
- CPMGT 303 ~ Project Estimating and Control Techniques ~ 3 credits
- CPMGT 304 ~ Leading Projects in Organizations ~ 3 credits
- CPMGT 305 ~ Project Management Capstone ~ 3 credits

The University reserves the right to modify the required course of study.

**General Information**

This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" bachelors program. Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

**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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

- 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 grade point average (GPA) of 2.0.

- Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.

- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.

- All students must complete the minimum number of credits required by their certificate program.

- The certificate awarded for this program will read as: Project Management
Residency Requirements and Course Waivers for the PM

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course 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 organizations’ strategic project portfolio. Students will learn the value of aligning a project’s goals and objectives with the organization’s strategies and stakeholders’ interests. In addition, this course will illustrate how project teams are used to accomplish continuous improvement and to facilitate change within the organization. Students will also examine the characteristics of global and virtual project management.

CPMGT 302 ..............................................................................3 credits

Procurement and Risk Management

This course explores the procurement planning process, contracting methods and phases, outsourcing, contract administration, and the external environment of the procurement management processes. The course also addresses risk management applied to both project and procurement management processes.

CPMGT 303 ..............................................................................3 credits

Project Estimating and Control Techniques

To be successful, project managers must analyze alternative project decisions by relying heavily on project estimating and control tools and techniques. This course provides students with the skills required to plan, baseline, monitor, analyze, and evaluate project performance. Students work in groups to analyze program parameters and work situations.

CPMGT 304 ..............................................................................3 credits

Leading Projects in Organizations

This course provides students with an overview of organizational behavior as it relates to project management. It introduces various techniques and processes that will help students develop effective communication and interpersonal skills to successfully manage project teams. In addition, numerous leadership and motivation theories are presented as well as techniques that minimize stress in the project environment. Furthermore, project decision-making processes and techniques that facilitate effective and efficient project change management are addressed in this course. Students will also examine the influence of globalization, technology, and future trends in project management.

CPMGT 305 ..............................................................................3 credits

Project Management Capstone

This course is the capstone of the Professional Certificate in Project Management. Students will demonstrate project management skills learned via the preparation of a project plan and presentation of that plan to the executive board in a role-play environment. Key project management concepts and processes studied in the prior five courses will be integrated and applied to the class project.

Sales Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Sales Management certificate program provides students with the knowledge and skills necessary to build, retain, and manage a highly effective sales force. This certificate emphasizes skill development in the sales process, business-to-business sales strategies and best practices, consumer behavior and customer relationship management, and the role of a sales manager in leading a highly productive sales force. Upon completion of this certificate, students will possess the tools needed to manage sales objectives as they relate to achieving organizational success.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/SMGT

MKT 421 .................................................................3 credits
Marketing
MKT 310 .................................................................3 credits
Personal Selling
MKT 360 ~ .................................................................3 credits
Sales Force Management

Students must choose 3 of the following:

MGT 317 .................................................................3 credits
Critical Skills in Management
MKT 320 ~ .................................................................3 credits
Business-to-Business Sales Management
In order to be granted a waiver with credit for a course in the SMGT Residency Requirements and Course Waivers for the CERT/SMGT. The certificate awarded for this program will read as: Students in this program may waive a maximum of 3 credits. A minimum grade point average (GPA) of 2.0. Completion of a minimum of 18 credits. Applicants must have access to a suitable work environment for the completion of course assignments. Additional Admission Requirements for the CERT/SMGT: 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score. 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. The course must have been completed at a regionally or approved nationally accredited coursework. The University requires the following course may not be waived: MKT 360. Course Descriptions for the CERT/SMGT: MKT 421 .................................................................................. 3 credits Marketing This course involves an integrated analysis of the role of marketing within the total organization. Specific attention is given to the analysis of factors affecting consumer behavior, the identification of marketing variables, the development and use of marketing strategies, and the discussion of international marketing issues. MKT 310 .................................................................................. 3 credits Personal Selling This course provides students with the tools and techniques necessary to understand the personal sales process. After completion of this course, students will be able to create a personal sales presentation, describe sales negotiations, compare and contrast the categories of prospect objections, summarize the elements of the closing process, and identify ethical frameworks associated with sales professional associations. MKT 360 .................................................................................. 3 credits Sales Force Management This course provides students with an overview of the functions and activities related to managing a sales force. After the completion of this course, students will be able to summarize the responsibilities of a sales manager, evaluate the techniques used to recruit sales force candidates, describe sales territory strategies, examine the methods used in lead generation, and explain the approaches used to forecast sales performance information. MGT 317 .................................................................................. 3 credits Critical Skills in Management This course provides students with fundamental knowledge and skills necessary to make important management decisions. This course places emphasis on general managerial knowledge and skills required for effective personal, interpersonal, and group leadership regarding the direction of daily business affairs in a global business environment. MKT 320 .................................................................................. 3 credits Business-to-Business Sales Management This course provides students with an understanding of the business-to-business selling relationship and the challenges associated with maintaining these relationships. After the completion of this course, students will be able to describe the complexities of business-to-business selling relationships, create numerous presentations to address the variety of audiences in the business-to-business setting, examine legal issues associated with business-to-business selling, and evaluate the ethical considerations of relationship building behavior within a business-to-business sales relationship.
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.

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 445 ................................................................. 3 credits  
**Sales, Tools and Strategies**
This course is an examination of the basic principles involved in the sales process, the relationship between sales and marketing, sales force structure, and Customer Relationship Management (CRM). Emphasis is placed on product pricing, managing the sales force, forecasting market demand, and relating sales goals to marketing goals.

MKT 468 ................................................................. 3 credits  
**Customer Relationship Management**
This course provides students with an understanding of the importance of building and enhancing customer relationships by utilizing best practices and customer relationship management strategies. After completion of this course, students will be able to summarize market segmentation methods, evaluate the strategies of customer acquisition and retention, identify effective customer service techniques, and understand the use of relational databases and customer relationship management software in maintaining customer loyalty.

**Human Resource Management**

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Certificate Program in Human Resource Management provides education in areas which the human resource professional faces daily; from legal matters to staff recruitment and development. This program is designed for those who have functional responsibility to carry out the duties of an organization’s human resource department; seasoned human resource staff members wishing to keep current; newcomers to the field requiring new knowledge and skills; and specialists wanting to broaden their knowledge.

Major topic areas covered include the role of human resources, employment practices, employee and labor relations, compensation, benefits, safety and health, and employee development. Participants acquire knowledge and skills that are essential in addressing the challenges of the human resource profession.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/hrm.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

**Required Course of Study for the HRM**

<table>
<thead>
<tr>
<th>Course 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>Employee Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>HRM 498 ~</td>
<td>Strategic Human Resource Management and Emerging Issues</td>
<td>3 credits</td>
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</tbody>
</table>

**General Information for the HRM**

This certificate program may be taken on its own or may be earned en-route to earning a bachelor's degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" bachelor’s program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelor's program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

**Additional Admission Requirements for the HRM**

All applicants to this certificate program are expected to meet the following additional admission requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must have access to a suitable work environment for the completion of course assignments.

**Certificate Completion Requirements for the HRM**

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
• Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
• All students must complete the minimum number of credits required by their certificate program.
• The certificate awarded for this program will read as: Human Resource Management.

Residency Requirements and Course Waivers for the HRM
Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course may not be waived: HRM 498

Course Descriptions for the HRM

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 wrongful 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.

Bookkeeping Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bookkeeping Certificate focuses on the role of accounting in business and management. 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 works sheets to complete formal, informal, and quantitative data. Additionally, students will use ledgers, journals, and worksheets to complete formal, informal, and quantitative accounting tasks.

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following the course number.

**Required Course of Study for the CERT/BKP**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS 210C</td>
<td>3 credits</td>
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<tr>
<td>XACC 210C</td>
<td>3 credits</td>
</tr>
<tr>
<td>Accounting Information Systems</td>
<td></td>
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<tr>
<td>XBCOM 230C</td>
<td>3 credits</td>
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<tr>
<td>Business Communication for Accountants</td>
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<tr>
<td>XACC 290C</td>
<td>3 credits</td>
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<tr>
<td>Principles of Accounting I</td>
<td></td>
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<tr>
<td>XMGT 230C</td>
<td>3 credits</td>
</tr>
<tr>
<td>Management Theory and Practice</td>
<td></td>
</tr>
<tr>
<td>XACC 291C</td>
<td>3 credits</td>
</tr>
<tr>
<td>Principles of Accounting II</td>
<td></td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the CERT/BKP**

All applicants to this certificate program are expected to meet the following additional admission requirements:

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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.
- Demonstration of basic skills proficiency in mathematics. Students have the following options to satisfy this requirement:
  - Students must pass the Praxis I exam at the cut score determined by the School of Business (Math - 170).
  - Students must pass the SAT at the cut scores determined by the national benchmark (Mathematics - 480).
  - Students must pass the ACT at the cut scores determined by the national benchmark (Mathematics - 20).
  - Transfer credit may be used by students who have achieved a C- or better in a college algebra or comparable course of at least 2.67 semester credits completed at a regionally or approved nationally accredited institution. Transfer courses used to fulfill this requirement must be eligible to receive general education credit.
- Achieve a passing score eligible for credit on an approved mathematics related National Testing Program.

Current Approved National Testing Programs are:

- **CLEP Examination**
  - College Mathematics
  - College Algebra
  - Precalculus
  - Calculus
- **DANTES Examination**
  - Principles of Statistics
  - Business Mathematics
- **Advanced Placement Examination**
  - Calculus AB
  - Calculus BC
  - Statistics
- Achieve a passing score on the School of Business math readiness exam (MyMathTest Assessment - 70%).
- Successful completion (passing grade) of University of Phoenix mathematics course MAT 116, equivalent or higher.
- New 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).

**Certificate Completion Requirements for the CERT/BKP**

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.
- Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Bookkeeping
- Students who have completed an associates (A or B Track) or bachelors degree in Accounting may not receive a certificate in the same area of focus. Example: a student may not earn a AAACCF Track A or B first and come back to earn a BKP certificate; however, students who have completed a certificate may return to receive an associates or bachelors degree with a concentration in the same area as the completed certificate or another approved concentration.

**Residency Requirements and Course Waivers for the CERT/BKP**

Students must meet the established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 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 ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course may not be waived: BUS 210C

Course Descriptions for the CERT/BKP

BUS 210C ................................................................................. 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.

XACC 291C ................................................................................. 3 credits

Accounting Information Systems

This course introduces accounting students to the use of technology and real-world applications. Areas of study include fundamental concepts and technologies (what computers can do for a business), the Internet, intranets, electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer and human synergy.

XBCOM 230C ................................................................................. 3 credits

Business Communication for Accountants

This course introduces students to the foundations of communication in a business accounting setting. Students are exposed to various topics related to interpersonal and group communications within the context of applications to the accounting field. Students will develop skills in the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics, collaboration, information utilization, critical thinking, and professional competence and values.

XACC 290C ................................................................................. 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.

XMGT 230C ................................................................................. 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 291C ................................................................................. 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.

XACC 291C ................................................................................. 3 credits

Supply Chain Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students must consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Supply Chain Management certificate highlights the important role a supply chain plays in organizational performance and efficiency. The program emphasizes the need to develop and maintain a sustainable competitive advantage through the efficient and effective performance of all supply chain activities. Students will be able to examine logistic management processes, determine appropriate purchasing and procurement strategies, identify elements of an effective supply chain information management system, and evaluate lean enterprise processes to improve organizational efficiency.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/SCM

ISCOM 370 ................................................................................. 3 credits
Strategic Supply Chain Management

ISCOM 352 ~ ................................................................. 3 credits
Logistics Management

ISCOM 476 ~ ................................................................. 3 credits
Integrated Supply Chain Applications

Students must choose 3 of the following:

BIS 375 ~ ................................................................. 3 credits
Supply Chain Information Management in Online Environments

ISCOM 361 ~ ................................................................. 3 credits
Purchasing and Procurement

ISCOM 424 ~ ................................................................. 3 credits
End-to-End Supply Chain Management

ISCOM 472 ~ ................................................................. 3 credits
Lean Enterprise

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 CERT/SCM

The following course may not be waived: BUS 210C

Course Descriptions for the CERT/SCM

BUS 210C ................................................................................. 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.

XACC 291C ................................................................................. 3 credits

Accounting Information Systems

This course introduces accounting students to the use of technology and real-world applications. Areas of study include fundamental concepts and technologies (what computers can do for a business), the Internet, intranets, electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer and human synergy.

XBCOM 230C ................................................................................. 3 credits

Business Communication for Accountants

This course introduces students to the foundations of communication in a business accounting setting. Students are exposed to various topics related to interpersonal and group communications within the context of applications to the accounting field. Students will develop skills in the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics, collaboration, information utilization, critical thinking, and professional competence and values.

XACC 290C ................................................................................. 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.

XMGT 230C ................................................................................. 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 291C ................................................................................. 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.

XACC 291C ................................................................................. 3 credits

Supply Chain Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students must consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Supply Chain Management certificate highlights the important role a supply chain plays in organizational performance and efficiency. The program emphasizes the need to develop and maintain a sustainable competitive advantage through the efficient and effective performance of all supply chain activities. Students will be able to examine logistic management processes, determine appropriate purchasing and procurement strategies, identify elements of an effective supply chain information management system, and evaluate lean enterprise processes to improve organizational efficiency.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/SCM

ISCOM 370 ................................................................................. 3 credits
Strategic Supply Chain Management

ISCOM 352 ~ ................................................................. 3 credits
Logistics Management

ISCOM 476 ~ ................................................................. 3 credits
Integrated Supply Chain Applications

Students must choose 3 of the following:

BIS 375 ~ ................................................................. 3 credits
Supply Chain Information Management in Online Environments

ISCOM 361 ~ ................................................................. 3 credits
Purchasing and Procurement

ISCOM 424 ~ ................................................................. 3 credits
End-to-End Supply Chain Management

ISCOM 472 ~ ................................................................. 3 credits
Lean Enterprise

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 CERT/SCM
In order to be granted a waiver with credit for a course in the CERT/SCM, the following requirements must be met:

- Students must meet established University residency requirements and course waivers for the CERT/SCM.
- Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following course may not be waived: ISCOM 476.

Certificate Completion Requirements for the CERT/SCM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Supply Chain Management (Undergraduate).

Residency Requirements and Course Waivers for the CERT/SCM

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following course may not be waived: ISCOM 476.

Course Descriptions for the CERT/SCM

ISCOM 370 .................................................................3 credits
Strategic Supply Chain Management
This course will provide an overview of the strategic elements and functional relationships within manufacturing and service supply chains. Emphasis is placed on the integration of strategic planning, sourcing, operations, and logistics to achieve a sustainable competitive advantage.

ISCOM 352 .................................................................3 credits
Logistics Management
This course provides an overview of logistics management within a supply chain operation. This includes an analysis of different modes of transportation, logistics management within the United States, and logistics management in the global market. Special emphasis is placed on transportation and fleet management elements including operations management, information technology, decision support systems, fuel savings strategies, and reverse logistics considerations.

ISCOM 476 .................................................................3 credits
Integrated Supply Chain Applications
This course introduces students to the importance of a strategic plan and its interaction with, and impact on, supply chain applications. Students will understand the processes of supply chain creation and improvement, and as a result, the effects it has on competition. Students will be able to select and apply a set of metrics to the supply chain which demonstrate performance standards are achieved.

BIS 375 .................................................................3 credits
Supply Chain Information Management in Online Environments
This course introduces students to the theory and practice of conducting supply chain functions over the Internet. It addresses various business strategies for buying, selling, or exchanging products, services, and information via computer networks. Legal and ethical requirements for handling supply chain business over the Internet are addressed.

ISCOM 361 .................................................................3 credits
Purchasing and Procurement
This course addresses the relationship between supply chain management and procurement. This includes overview of both the procurement process and commodity markets. Students will address procurement from a strategic perspective as well as at the operational level.

ISCOM 424 .................................................................3 credits
End-to-End Supply Chain Management
This course prepares students to be effective managers in end-to-end supply chain management. This refers to tracking all segments of the supply chain beginning with capturing customer requirements to customer consumption and disposal. Special emphasis is placed on enhancing supply chain efficiencies through problem-solving methodologies including Six Sigma, Lean management. Students will also apply the principles of Supplier Relationship Management (SRM) and Customer Relationship Management (CRM) to make effective end-to-end supply chain decisions.

ISCOM 472 .................................................................3 credits
Lean Enterprise
This course provides an overview of lean manufacturing practices within a company and its supply chain. It addresses fundamental practices including flowcharting of business processes, collection, and analysis of process performance data and the removal of those...
activities that are determined to be wasteful or non-essential.

ISCOM 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.

Small Business Management and Entrepreneurship Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Small Business Management and Entrepreneurship certificate provides students with an understanding of small business planning, financial management, and integrated business topics on entrepreneurship and small business management. Upon completion of this program students will be able to examine small business marketing opportunities, identify innovative small business strategies, evaluate financial management decisions, and address the challenges and opportunities specific to small business management and entrepreneurship.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/SBE

MGT 312 .................................................................................... 3 credits
Organizational Behavior for Managers
MGT 401 .................................................................................... 3 credits
The Small Business: Structure, Planning and Funding
MGT 465 ~ .................................................................................. 3 credits
Small Business and Entrepreneurial Planning
Students must choose 3 of the following:

FIN 375 ~ .................................................................................... 3 credits
Financial Management in the Small Business
LDR 300 ~ .................................................................................... 3 credits
Innovative Leadership
MGT 418 ~ .................................................................................... 3 credits
Evaluating New Business Opportunities
MKT 431 ~ .................................................................................... 3 credits
Small Business Marketing
OI 361 ~ .................................................................................... 3 credits
Innovation, Design, and Creativity for a Competitive Advantage
OI 370 ~ .................................................................................... 3 credits
Innovation for the 21st Century

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/SBE

- 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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 have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/SBE

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as:

Small Business Management and Entrepreneurship (Undergraduate)

Residency Requirements and Course Waivers for the CERT/SBE

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
The following course may not be waived: MGT 465

Course Descriptions for the CERT/RETM

MGT 312 ....................................................................................3 credits
Organizational Behavior for Managers
This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interactions of group and team members, and describe the relationship between job fit, job satisfaction, and performance, and the relationship between the human resource function and organizational development.

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 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.

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.

LDR 300 ....................................................................................3 credits
Innovative Leadership
This course provides a foundation of understanding 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 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.

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.

OL 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.

OL 370 ........................................................................................3 credits
Innovation for the 21st Century
This course covers the impact of innovation on organizations. In this course students will apply innovation strategies, processes, and theories to help propel an organization into the 21st century. Topics will include managing innovation process, organizational culture for innovation, and leadership of innovation.

Retail Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Retail Management certificate focuses on the retail management environment. The concentration emphasizes skill development in customer service management, sales and marketing, supply management, retail operations, merchandising, and personnel management unique to the retail industry. Upon completion of this concentration, students will possess the knowledge and skills necessary to be leaders in the retail industry.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/RETM

COM 295 ..................................................................................3 credits
Business Communications
BRM 226 ....................................................................................3 credits
Customer Service Management
BRM 236 ....................................................................................3 credits
Sales, Tools, and Strategies
BRM 246 ~ ................................................................................3 credits
Retail Marketing: Merchandising
BRM 256 ~ ................................................................................3 credits
Retail Personnel Management
BRM 266 ~ ................................................................................3 credits
Retail Operations: Supply Management

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/RETM

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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

• 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.

Certificate Completion Requirements for the CERT/RETM

• Completion of a minimum of 18 credits.

• A minimum grade point average (GPA) of 2.00.

• Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.

• Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.

• The certificate awarded for this program will read as:

Retail Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/RETM

Students must meet the established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 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, or candidate for accreditation, college or university.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Course Descriptions for the CERT/RETM

COM 295 .............................................................................. 3 credits

Business Communications

This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.

BRM 226 ............................................................................. 3 credits

Customer Service Management

This course presents strategies for effective customer service to increase satisfaction and retention within the retail environment. Students will be prepared to build customer rapport, analyze risks associated with customer service, and develop skills and strategies to resolve customer conflict. Additional focus will be placed on managing customer interactions to enhance competitive advantage within the retail sector.

BRM 236 ............................................................................. 3 credits

Sales, Tools, and Strategies

This course is an examination of the retail operations function of strategic approach to managing performance improvement of all chain in a retail setting.

BRM 246 ............................................................................. 3 credits

Retail Marketing: Merchandising

This course presents strategies for capitalizing on consumer behavior and growing retail market share through the application of research, advertising, and innovative retail merchandising tactics. Students will be prepared to execute the elements of the marketing mix and merchandising strategies to be successful in a retail setting.

BRM 256 ............................................................................. 3 credits

Retail Personnel Management

This course focuses on the personnel management aspects of retail management. Students will be prepared to utilize recruiting and staffing, motivating, training, and ethics concepts to effectively lead retail personnel.

BRM 266 ............................................................................. 3 credits

Retail Operations: Supply Management

This course is an examination of the retail operations function of retail management including value chain logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.

Operations Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Operations Management certificate provides students with a strategic approach to managing performance improvement of all business planning, global sourcing and procurement, production, and logistical activities within an organization’s operations divi-
University of Phoenix, 2013-2014

Students must choose 3 of the following:

- Completion of a minimum of 18 credits.
- 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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 have access to a suitable work environment for the completion of course assignments.

Course Completion Requirements for the CERT/OPS

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

- The following course may not be waived: ISCOM 374

Course Descriptions for the CERT/OPS

ISCOM 305 .................................................................3 credits
- Systems Operations Management

MGT 420 .................................................................3 credits
- Managing Quality in the Supply Chain

ISCOM 374 .................................................................3 credits
- Integrated Logistics Management

Students must choose 3 of the following:

BIS 375 .................................................................3 credits
- Supply Chain Information Management in Online Environments

ISCOM 361 .................................................................3 credits
- Integrated Logistics Management

Purchasing and Procurement

ISCOM 383 .................................................................3 credits
- Global Value Chain Management

Service Operations Management

ISCOM 386 .................................................................3 credits
- Service Operations Management

ISCOM 472 .................................................................3 credits
- Lean Enterprise

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/OPS

- 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

Residency Requirements and Course Waivers for the CERT/OPS

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

- Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Course Descriptions for the CERT/OPS

ISCOM 305 .................................................................3 credits
- Systems Operations Management

This course outlines the main components of effective systems operations management. This includes effectively managing data collection, inventory optimization, operational procedures, information technology resources, and operational components for effective decision making.

MGT 420 .................................................................3 credits
- Managing Quality in the Supply Chain

This course provides a detailed look at quality management in the company and the supply chain. It addresses the differing theories of quality to include product and process design as well as customer driven quality. This course includes managing supply chain quality through supplier alliances and development in both the services and manufacturing industries.

ISCOM 374 .................................................................3 credits
- Integrated Logistics Management

This course prepares students to strategically plan, implement, and control the efficient and effective flow and storage of goods, service, and related information from a point-of-origin to a point-of-consumption. This course also focuses on transportation, inventory management, warehousing, and customer services.

BIS 375 .................................................................3 credits
- Supply Chain Information Management in Online Environments

This course introduces students to the theory and practice of conducting supply chain functions over the Internet. It addresses vari-
ous business strategies for buying, selling, or exchanging products, services, and information via computer networks. Legal and ethical requirements for handling supply chain business over the Internet are addressed.

Purchasing and Procurement
This course addresses the relationship between supply chain management and procurement. This includes overview of both the procurement process and commodity markets. Students will address procurement from a strategic perspective as well as at the operational level.

Global Value Chain Management
This course describes value chain activities between buyers and sellers in international business. Emphasis is placed on global sourcing, procurement of materials and services, and on businesses-to-business cultural differences between countries.

Service Operations Management
The course presents structured techniques for evaluating operating efficiency and effectiveness in the service sector. Special emphasis is placed on key service principles. Students learn how to manage service operations through a series of case studies and applications, inventory control, waiting time management, project management, site selection, performance evaluation, and scoring systems.

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.

Marketing Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Marketing certificate 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 program builds upon the foundational marketing course and allows further study in the areas of consumer behavior, marketing research, public relations, product and brand management, and small business marketing. Marketing managers need creative, analytical, and leadership abilities to manage the marketing function of the business enterprise.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/MKT

**MKT 421 ~ ................................................................. 3 credits**

Marketing

**MKT 435 ~ ................................................................. 3 credits**

Consumer Behavior

**MKT 498 ~ ................................................................. 3 credits**

Integrated Marketing Strategies

Students must choose 3 of the following:

- **BRM 353 ~ ............................................................... 3 credits**
- **Product and Brand Management**
- **MKT 411 ~ ............................................................... 3 credits**
- **Green Marketing**
- **MKT 431 ~ ............................................................... 3 credits**
- **Small Business Marketing**
- **MKT 438 ~ ............................................................... 3 credits**
- **Public Relations**
- **MKT 441 ~ ............................................................... 3 credits**
- **Marketing Research**
- **MKT 444 ~ ............................................................... 3 credits**
- **Hospitality Marketing**

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/MKT

- 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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 have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MKT

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Marketing (Undergraduate)

Residency Requirements and Course Waivers for the CERT/ MKT

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
• Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
• In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  • The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
  • The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
  • The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
  • The following course may not be waived: MKT 498

**Course Descriptions for the CERT/MKT**

**MKT 421** .................................................................3 credits

**Marketing**

This course involves an analysis of the role of marketing within the organization. Other topics include analyzing consumer behavior, identifying marketing variables, creating marketing strategies, and describing challenges of international marketing issues.

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 Integrating Marketing Communications (IMC). Emphasis will be placed on strategic roles and the integration of marketing communication tools including advertising, public relations, sales, promotion, event management, media selection, and marketing management.

BRM 353 .................................................................3 credits

**Product and 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.

MKT 411 .................................................................3 credits

**Green Marketing**

This course applies the principles of sustainability and the philosophy of being environmentally green to the area of marketing. Special emphasis is placed on sustainable product design; awareness and cause marketing; public relations and green-washing; and emerging going-green marketing trends.

MKT 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 438 .................................................................3 credits

**Public Relations**

This course provides an introduction to the field of public relations. Topics covered are media relations; promotion; tools used in developing public relations and publicity; and improving customer satisfaction; relationship building strategies; and ethics and public relations.

MKT 441 .................................................................3 credits

**Marketing Research**

This course covers basic research methodology applied to marketing issues. Students will study methods and techniques for collection, analysis, and interpretation of primary and secondary data for consumer business marketing.

MKT 444 .................................................................3 credits

**Hospitality Marketing**

This course applies the general tools of marketing to the specific needs of the hospitality management industry. Special emphasis is placed on the global, regional, individual, and ethical considerations when building customer-relationships through marketing.

**Hospitality Management Certificate (Undergraduate)**

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Hospitality Management certificate will prepare students for careers in the hospitality industry. The program emphasizes the development of skills in lodging management; service operations management; events and recreation planning; and facilities management. Upon completion of this program students will possess the knowledge and skills needed to become leaders in the hospitality industry.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Required Course of Study for the CERT/HPM**

MKT 312 .................................................................3 credits

Organizational Behavior for Managers

HM 370 ~ .................................................................3 credits

Hospitality Management

HM 475 ~ .................................................................3 credits

Hospitality Decision Analysis

Students must choose 3 of the following:

BIS 303 ~ .................................................................3 credits

Managing Information Technology in the Hospitality Industry

HM 486 ~ .................................................................3 credits

Trends and Emerging Issues in Hospitality

ISCOM 386 ~ .................................................................3 credits

**Hospitality Management Certificate (Undergraduate)**

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

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Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Required Course of Study for the CERT/HPM**

MKT 312 .................................................................3 credits

Organizational Behavior for Managers

HM 370 ~ .................................................................3 credits

Hospitality Management

HM 475 ~ .................................................................3 credits

Hospitality Decision Analysis

Students must choose 3 of the following:

BIS 303 ~ .................................................................3 credits

Managing Information Technology in the Hospitality Industry

HM 486 ~ .................................................................3 credits

Trends and Emerging Issues in Hospitality

ISCOM 386 ~ .................................................................3 credits

ISCOM 386 ~ .................................................................3 credits
In order to be granted a waiver with credit for a course in the CERT/HPM Program, students must meet established University residency requirements and course waiver criteria. Students in this program may waive a maximum of 3 credits completed within the past ten (10) years (5 years for IS&T courses) from current program coursework. Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course may not be waived: HM 475

Course Descriptions for the CERT/HPM

Organizational Behavior for Managers
This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, describe the relationship between job fit, job satisfaction, and job performance, and the relationship between the human resource function and organizational development.

HM 370..................................................................................... 3 credits

Hospitality Management
This course provides an overview of the fundamental concepts that make up the hospitality industry. Students will gain a current perspective and understanding of the impact of travel and tourism while examining hospitality issues, trends, e-business implications, and operational structures.

HM 475..................................................................................... 3 credits

Hospitality Decision Analysis
This capstone course integrates the principles and concepts of hospitality operations management. Upon completion of this course, students will be able to prepare a service delivery model, conduct financial analyses, and develop sales and marketing strategies within a hospitality organization.

BIS 303...................................................................................... 3 credits

Managing Information Technology in the Hospitality Industry
This course provides a managerial overview of information technology in the hospitality industry. Special emphasis is placed in utilizing information technology systems such as POS, inventory tracking, and reservation networks to make managerial and strategic decisions for the organization.

HM 486..................................................................................... 3 credits

Trends and Emerging Issues in Hospitality
This course applies a strategic perspective to assessing new trends and emerging issues in hospitality management. Special emphasis is placed on applying a global perspective to new and emerging markets in the hospitality industry. This includes consideration of changing social and economic groups as well as shifting demand for existing and new products and services.

ISCOM 386 ................................................................. 3 credits

Service Operations Management
The course presents structured techniques for evaluating operating efficiency and effectiveness in the service sector. Special emphasis
is placed on key service principles. Students learn how to manage service operations through a series of case studies and applications, inventory control, waiting time management, project management, site selection, performance evaluation, and scoring systems. MGT 314 ................................................................. 3 credits

**Hospitality Entrepreneurship**

This course provides an overview of the managerial and entrepreneurial skills needed to operate and manage a small business in the hospitality industry. Special emphasis is placed on business planning, marketing, financial management, and the regulatory environment. MGT 455 ................................................................. 3 credits

**Risk Management in the Hospitality Industry**

This course provides a framework for assessing risk from the hospitality management perspective. Students will evaluate various risk evaluation tools as appropriate for different components of the hospitality industry. Special emphasis is placed on the assessing risk, the risk management process, risk evaluation, preventative planning. MKT 444 ................................................................. 3 credits

**Hospitality Marketing**

This course applies the general tools of marketing to the specific needs of the hospitality management industry. Special emphasis is placed on the global, regional, individual, and ethical considerations when building customer-relationships through marketing.

**Human Resource Management Certificate (Undergraduate)**

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Human Resource Management certificate prepares students to develop an understanding of the fundamentals of human resource management and its strategic relevance in business. The program addresses the legal and ethical components of the decision making process involved in the human resources environment. 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.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Required Course of Study for the CERT/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>MGT 434 ~</td>
<td>Employment Law</td>
<td>3 credits</td>
</tr>
<tr>
<td>HRM 326 ~</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 498 ~</td>
<td>Employee Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>HRM 420 ~</td>
<td>Strategic Human Resource Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>HRM 498 ~</td>
<td>and Emerging Issues</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the CERT/HRM**

- 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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 have access to a suitable work environment for the completion of course assignments.

**Certificate Completion Requirements for the CERT/HRM**

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- Students earning the certificate on Academic Probation if their associate program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Human Resource Management (Undergraduate)

**Residency Requirements and Course Waivers for the CERT/HRM**

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferrable coursework.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
The following course may not be waived: HRM 498

Courses within the CERT/HRM:

HRM 300 ................................................................................. 3 credits

Fundamentals of Human Resource Management
This course explores the critical role of human resource management in business activities. The course will help students to have a solid understanding of the fundamentals of human resource management and the 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.

MGT 434 ................................................................................. 3 credits

Employment Law
This course provides an overview of federal statutes and state regulations that impact the personnel function. Among the topics addressed are EEO and Affirmative Action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraphy testing, drug and alcohol testing, employer searching and monitoring); and wrongful 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. The 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.

General Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Management certificate emphasizes managing human and financial resources within the structure, culture, and missions of any organization. The program provides students with the opportunity to examine the areas of innovation in business, human resource management, change management, organizational negotiations, and strategic management. Students will integrate advanced topics in management through real-world business application. Courses requiring prerequisites are identified by a symbol following the course number.

Required Course of Study for the CERT/MGT

MGT 312 ................................................................................. 3 credits

Organizational Behavior for Managers

MGT 498 ~ ............................................................................... 3 credits

Strategic Management

Students must choose 4 of the following:

ACC 400 ~ ................................................................................. 3 credits

Accounting for Decision Making

BRM 353 ~ ................................................................................. 3 credits

Product and Brand Management

CPMGT 300 ~ ........................................................................... 3 credits

Project Management

FIN 419 ~ ................................................................................. 3 credits

Finance for Decision Making

HM 370 ~ ................................................................................. 3 credits

Hospitality Management

HRM 300 ~ ................................................................................. 3 credits

Fundamentals of Human Resource Management

HRM 326 ~ ................................................................................. 3 credits

Employee Development

ISCOM 305 ~ ........................................................................... 3 credits

Systems Operations Management

ISCOM 370 ~ ........................................................................... 3 credits

Strategic Supply Chain Management

LDR 300 ~ ................................................................................. 3 credits

Innovative Leadership
MGT
- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
  - The following course may not be waived: MGT 498

Course Descriptions for the CERT/MGT

MGT 312 .................................................................................. 3 credits
Organizational Behavior for Managers
This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, describe the relationship between job fit, job satisfaction, and job performance, and the relationship between the human resource function and organizational development.
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.
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.
BRM 353 .................................................................................. 3 credits
Product and 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.
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.
FIN 419 ........................................................................ 3 credits

Finance for Decision Making
This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.
HM 370 ........................................................................ 3 credits

Hospitality Management
This course provides an overview of the fundamental concepts that make up the hospitality industry. Students will gain a current perspective and understanding of the impact of travel and tourism while examining hospitality issues, trends, e-business implications, and operational structures.
HRM 300 ........................................................................ 3 credits

Fundamentals of Human Resource Management
This course explores the critical role of human achieving resources in 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, developing and 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.
ISCOM 305 ..................................................................... 3 credits

Systems Operations Management
This course outlines the main components of effective systems operations management. This includes effectively managing data collection, inventory optimization, operational procedures, information technology resources, and operational components for effective decision making.
ISCOM 370 ..................................................................... 3 credits

Strategic Supply Chain Management
This course will provide an overview of the strategic elements and functional relationships within manufacturing and service supply chains. Emphasis is placed on the integration of strategic planning, sourcing, operations, and logistics to achieve a sustainable competitive advantage.
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 317 ....................................................................... 3 credits

Critical Skills in Management
This course provides students with fundamental knowledge and skills necessary to make important management decisions. This course places emphasis on general managerial knowledge and skills required for effective personal, interpersonal, and group leadership regarding the direction of daily business affairs in a global business environment.
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 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 418 ....................................................................... 3 credits

Evaluating New Business Opportunities
This course focuses on evaluating the benefits and risks associated with new business opportunities. This includes reviewing the projected return on investment, the role of risk, investor considerations, strategic planning, and modeling techniques to analyze possible business ventures.
MGT 420 ....................................................................... 3 credits

Managing Quality in the Supply Chain
This course provides a detailed look at quality management in the company and the supply chain. It addresses the differing theories of quality to include product and process design as well as customer driven quality. This course includes managing supply chain quality through supplier alliances and development in both the services and manufacturing industries.
MGT 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.

MKT 445 ................................................................. 3 credits

Sales, Tools and Strategies

This course is an examination of the basic principles involved in the sales process, the relationship between sales and marketing, sales force structure, and Customer Relationship Management (CRM). Emphasis is placed on product pricing, managing the sales force, forecasting market demand, and relating sales goals to marketing goals.

MKT 448 ................................................................. 3 credits

Web Analytics for Digital Marketing

This course prepares students to understand the appropriate web analytics technologies associated with digital marketing and the key performance indicators and metrics used to determine performance. After completion of this course, students will be able to determine appropriate key performance indicators, apply analytics to segmented strategies, create web analytics reports, and understand research and testing in social media analytics.

OIT 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.

OIT 370 ................................................................. 3 credits

Innovation for the 21st Century

This course covers the impact of innovation on organizations. In this course students will apply innovation strategies, processes, and theories to help propel an organization into the 21st century. Topics will include managing innovation process, organizational culture for innovation, and leadership of innovation.

MGT 445 ................................................................. 3 credits

Organizational Negotiations

This course provides an overview of negotiations in an organizational setting. Students will learn negotiation processes and strategies, the role of stakeholder interests in negotiation, and how to apply these concepts to the workplace. Students will also examine conflict management techniques as well as emerging negotiation trends in globalization and technology.

Project Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The 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.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/PM

MGT 312 ................................................................. 3 credits
Organizational Behavior for Managers

CPMGT 300 ........................................................... 3 credits
Project Management

CPMGT 301 ~ ....................................................... 3 credits
Strategic Portfolio and Project Management

CPMGT 302~ ......................................................... 3 credits
Procurement and Risk Management

CPMGT 303 ~ ......................................................... 3 credits
Project Estimating and Control Techniques

CPMGT 305~ ......................................................... 3 credits
Project Management Capstone

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/PM

- 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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 have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/PM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Project Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/PM

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed within the past ten years.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e., graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form.
- The course must be labeled, must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e., graduate level coursework may be used to waive graduate or undergraduate coursework). Course 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: CPMGT 305

Course Descriptions for the CERT/PM

MGT 312.................................................................................... 3 credits
Organizational Behavior for Managers
This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, describe the relationship between job fit, job satisfaction, and job performance, and the relationship between the human resource function and organizational development.

CPMGT 300.................................................................................. 3 credits
Project Management
This course examines project management roles and environments, the project life cycle, and various techniques of work planning, control and evaluation 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 305.................................................................................. 3 credits
Project Management Capstone
This course is the capstone of the project management courses. Students will demonstrate project management skills learned via preparation of a project plan and presentation of that plan to the executive board in a role-play environment. Key project management concepts and processes studied in prior five courses will be integrated and applied to the class project.

Business Administration Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Business Administration certificate is designed for students who want to expand their quantitative skills and deal effectively with an increasingly complex business environment. This program examines the areas of operations management, project management, information systems, accounting, finance, and strategic business decision making. Courses requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/BADM

BIS 320.................................................................................. 3 credits
Business Information Systems

CPMGT 300.................................................................................. 3 credits
Project Management

ACC 400 ~.................................................................................. 3 credits
Accounting for Decision Making

ISCOM 305 ~.................................................................................. 3 credits
Systems Operations Management

FIN 419 ~.................................................................................. 3 credits
Finance for Decision Making

MGT 448 ~.................................................................................. 3 credits
Global Business Strategies

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/BADM

- 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
• 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 have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/BADM
• Completion of a minimum of 18 credits.
• A minimum grade point average (GPA) of 2.0.
• Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
• Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.

The certificate awarded for this program will read as: Business Administration (Undergraduate)

Residency Requirements and Course Waivers for the CERT/ BADM
• Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
• Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
• The following course may not be waived: MGT 448

Course Descriptions for the CERT/BADM

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.

MGT 448 ..................................................................................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.

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.

ISCOM 305 ..............................................................................3 credits

Systems Operations Management
This course outlines the main components of effective systems operations management. This includes effectively managing data collection, inventory optimization, operational procedures, information technology resources, and operational components for effective decision making.

FIN 419 ....................................................................................3 credits

Finance for Decision Making
This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.

MGT 448 ..................................................................................3 credits

Global Business Strategies
The managers perspective in the fields of international payments, international trade, and investment are analyzed. Emphasis is given to the materials and concepts that illuminate the strategies, structure, practices and effects of multinational enterprises.

Bookkeeping Fundamentals Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bookkeeping Fundamentals Certificate focuses on the role of accounting in business and management. 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.

Course work requiring prerequisites are identified by a ~ symbol
Required Course of Study for the CERT/BKPN

BIS 220 Introduction to Computer Applications and Systems 3 credits
QNT 275 Statistics for Decision Making 3 credits
BCOM 230 Business Communication for Accountants 3 credits
ACC 290 Principles of Accounting I 3 credits
MGT 230 Management Theory and Practice 3 credits
ACC 291 Principles of Accounting II 3 credits

Additional Admission Requirements for the CERT/BKPN

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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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.
- Demonstration of basic skills proficiency in mathematics.

Students have the following options to satisfy this requirement:

- Students must pass the Praxis I exam at the cut score determined by the School of Business (Math - 170).
- Students must pass the SAT at the cut scores determined by the national benchmark (Mathematics - 480).
- Students must pass the ACT at the cut scores determined by the national benchmark (Mathematics - 20).
- Transfer credit may be used by students who have achieved a C- or better in a college algebra or comparable course of at least 2.67 semester credits completed at a regionally approved nationally accredited institution. Transfer courses used to fulfill this requirement must be eligible to receive general education credit.
- Achieve a passing score eligible for credit on an approved mathematics related National Testing Program.

Current Approved National Testing Programs are:

- CLEP Examination
  - College Mathematics
  - College Algebra
  - Precalculus
  - Calculus

- DANTES Examination
  - Principles of Statistics
  - Business Mathematics

- Advanced Placement Examination
  - Calculus AB
  - Calculus BC
  - Statistics

- Achieve a passing score on the School of Business math readiness exam (MyMathTest Assessment - 70%).
- Successful completion (passing grade) of University of Phoenix mathematics course MAT 116, equivalent or higher.

Certificate Completion Requirements for the CERT/BKPN

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Bookkeeping Fundamentals (Undergraduate)

Residency Requirements and Course Waivers for the CERT/BKPN

Students must meet the established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 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 approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Course Descriptions for the CERT/BKPN

BIS 220 .................................................................3 credits
Introduction to Computer Applications and Systems
This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office™ tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.

QNT 275 ...................................................................................3 credits
Statistics for Decision Making
This course introduces the techniques used for the visualization of numerical data and descriptive statistics in business. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display qualitative and quantitative business data, interpret numerical business data using measures of central tendency and dispersion, apply fundamental concepts probability theory for inferential decision making for business, and perform a linear regression for trend analysis.

BIS 230 ......................................................................................3 credits
Introduction to Business Communication
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.

MKT 421 .................................................................3 credits
Marketing

MKT 435 .................................................................3 credits
Consumer Behavior

MKT 440 .................................................................3 credits
Fundamentals of Digital Marketing

MKT 443 .................................................................3 credits
Search Engine Optimization

MKT 444 .................................................................3 credits
Advertising and Creativity Strategy

MKT 445 .................................................................3 credits
Internet Marketing

MKT 446 .................................................................3 credits
Web Analytics for Digital Marketing

MKT 447 .................................................................3 credits
Integrated Marketing Strategies

MKT 448 .................................................................3 credits
Advertising and Creativity Strategy

MKT 449 .................................................................3 credits
Interactive Marketing Strategies

MKT 498 .................................................................3 credits
Marketing

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.

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.

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.

Digital Marketing Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

With the emergence of social media, businesses are recognizing the need to enhance their marketing mix by connecting through digital channels. The digital marketing certificate emphasizes an understanding of digital marketing, social media, Internet marketing, consumer behavior, web analytics, search engine optimization, and advertising and creativity strategy. Upon completion of this certificate students will possess the knowledge and skills necessary to identify demand for products and services and digital marketing strategies.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/DMKT

MKT 421 .................................................................3 credits
Marketing

MKT 440 ~ .................................................................3 credits
Fundamentals of Digital Marketing

MKT 443 ~ .................................................................3 credits
Social Media Marketing

MKT 444 ~ .................................................................3 credits
Search Engine Optimization

MKT 447 ~ .................................................................3 credits
Advertising and Creativity Strategy

MKT 448 ~ .................................................................3 credits
Web Analytics for Digital Marketing

MKT 449 ~ .................................................................3 credits
Integrated Marketing Strategies

MKT 498 ~ .................................................................3 credits
Marketing

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/DMKT
• 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
• 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 have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/DMKT
• Completion of a minimum of 18 credits.
• A minimum grade point average (GPA) of 2.0.
• Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
• Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.

The certificate awarded for this program will read as: Digital Marketing (Undergraduate)

Residency Requirements and Course Waivers for the CERT/DMKT
• Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
• Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
• In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  • The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
  • The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
  • The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
• The following course may not be waived: MKT 498

Course Descriptions for the CERT/DMKT
MKT 421 .................................................................................. 3 credits
Marketing
This course involves an integrated analysis of the role of marketing within the total organization. Specific attention is given to the analysis of factors affecting consumer behavior, the identification of marketing variables, the development and use of marketing strategies, and the discussion of international marketing issues.

MKT 440 .................................................................................. 3 credits
Fundamentals of Digital Marketing
This course provides a high-level view of the impact of technology on the marketing of goods and services. After completion of this course, students will be able to understand the structure of the Internet, compare and contrast strengths and weaknesses of various digital marketing tools, identify common terminology used in digital marketing, analyze ethical issues in public presentation of information, and evaluate the integration of digital media into a marketing plan.

MKT 498 .................................................................................. 3 credits
Integrated Marketing Strategies
This course provides students with an in depth study of Integrating Marketing Communications (IMC). Emphasis will be placed on strategic roles and the integration of marketing communication tools including advertising, public relations, sales, promotion, event management, media selection, and marketing management.

MKT 443 .................................................................................. 3 credits
Social Media Marketing
The course provides an opportunity for students to examine social networks, social media, and online advertising techniques. After completion of this course, students will be able to identify interactive marketing opportunities, understand the use of social media marketing on customer loyalty, apply social media tactics to the appropriate target market, and apply concepts of micropayments in social media setting.

MKT 446 .................................................................................. 3 credits
Search Engine Optimization
This course will provide students with the tools to apply concepts used in search engine optimization. After completion of this course, students will be able to design an architecture, keyword search and competitive analysis, create website building strategies, techniques and tools to enhance search results, and optimize mobile content to enhance website visibility.

MKT 447 .................................................................................. 3 credits
Advertising and Creativity Strategy
This course provides an overview of advertising in the context of integrated marketing. Topics include the development of advertising objectives, creative guidelines, media selection and scheduling, budgeting, and performance evaluation.

MKT 448 .................................................................................. 3 credits
Web Analytics for Digital Marketing
This course prepares students to understand the appropriate web analytics technologies associated with digital marketing and the key performance indicators and metrics used to determine performance. After completion of this course, students will be able to determine appropriate key performance indicators, apply analytics to segmented strategies, create web analytics reports, and understand research and testing in social media analytics.

MKT 455 .................................................................................. 3 credits
Internet Marketing
This course examines the impact of the Internet on traditional marketing methods and how it has transformed the contemporary marketing landscape. Emphasis will be placed upon the uses of the Internet for the marketing of goods, services, information, and the impact of Internet technology on marketing strategy and practices. The course examines strategies for Internet marketing and analyzes customer relationship management models and applications in the B2B (business to business) and B2C (business to consumer) environments.

Financial Planning Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations as of September 30th, 2013: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Finance Planning certificate emphasizes fundamental and advanced financial planning concepts, theories, and practices to promote well-informed personal financial decision making. Upon completion of this program, students will be able to examine the areas of personal finance planning, investment analysis and portfolio management, retirement and benefit planning, and insurance planning. Students will integrate advanced topics in financial planning through practical application.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/FINP
FIN 370 ....................................................................................3 credits
Finance for Business
FIN 420 ~ ....................................................................................3 credits
Personal Financial Planning
FIN 486 ~ ....................................................................................3 credits
Strategic Financial Management

Students must choose 3 of the following:
FIN 366 ~ ....................................................................................3 credits
Financial Institutions
FIN 402 ~ ....................................................................................3 credits
Investment Fundamentals and Portfolio Management
FIN 467 ~ ....................................................................................3 credits
Real Estate Investment
FIN 422 ~ ....................................................................................3 credits
Retirement and Benefit Planning
FIN 428 ~ ....................................................................................3 credits
Insurance for Financial Planning

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/FINP
• 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
• Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation equivalency may be submitted to satisfy this requirement.
• Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/FINP
• Completion of a minimum of 18 credits.
• A minimum grade point average (GPA) of 2.0.
• Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
• Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.

• The certificate awarded for this program will read as: Financial Planning (Undergraduate)

Residency Requirements and Course Waivers for the CERT/ FINP
• Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
• Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
• In order to 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.
CERTIFICATE PROGRAMS FOR THE UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS - GRADUATE

Graduate Certificate in Human Resource Management

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Graduate Human Resource 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/programs/g-hrm.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the G-HRM

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 546</td>
<td>Human Resource Law</td>
<td>3 credits</td>
</tr>
<tr>
<td>HRM 548</td>
<td>Recruitment and Retention Practices</td>
<td>3 credits</td>
</tr>
<tr>
<td>HRM 552</td>
<td>Organizational Training and Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>HRM 558</td>
<td>Research in Human Resource Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>HRM 595 ~</td>
<td>Human Resource Capstone Course</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the G-HRM

All applicants are expected to meet the following admissions
requirements:

• An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

• Applicants must have access to a suitable work environment for the completion of course assignments.

• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Certificate Completion Requirements for the G-HRM
Credit Bearing Certificate completion requirements are the following:

• Completion of a minimum of 15 credits.

• All students must meet residency requirements.

• A minimum grade point average (GPA) of 3.0.

• The certificate awarded for this program will read as: Graduate Human Resource 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 course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course may not be waived: HRM 595

Course Descriptions for the G-HRM

HRM 546 ............................................................................... 3 credits

Human Resource Law

This course prepares human resource managers to comply with human resource laws and regulations across all jurisdictions. Students learn how to manage human resource functions within a regulatory environment. Other topics include laws and regulations related to the following: workforce planning and employment, human resource development activities, compensation and benefits, labor relations, and workplace safety.

HRM 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 improve 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 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 595 ............................................................................... 3 credits

Human Resource Capstone Course

This content area capstone course applies human resource concepts to improve organizational effectiveness within the framework of employment laws and regulations. Students apply existing professional standards and theories to human resource management. Other topics include the alignment of human resource strategy with the organization, global workforce planning, career and leadership development, and performance analysis and appraisal.

Graduate Accounting Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

Students in the Graduate Accounting Certificate will develop an understanding of accounting concepts and applications. Students will also become competent in the use of appropriate analytical tools and technologies. They will be sensitive to legal, ethical, and social values in the conduct and communication of accounting practice and decisions. In addition, students will have an understanding of a portion of the topics required in preparation for the CPA exam: Audit & Attestation, Financial Accounting & Reporting, Regulation, and Business Environment & Concepts.

The Graduate Accounting Certificate is designed for students who
want to enhance their accounting management skills, enter the accounting profession, or complete additional coursework required for the CPA exam.

While completing this certificate program, students who may be planning to take the CPA exam will utilize CPA Test Preparation software in conjunction with their course work.

Note: Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 530</td>
<td>Communications for Accountants</td>
<td>3</td>
</tr>
<tr>
<td>ACC 537</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 541~</td>
<td>Accounting Theory and Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must select 3 courses from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 542~</td>
<td>Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ACC 543~</td>
<td>Managerial Accounting &amp; Legal Aspects of Business</td>
<td>3</td>
</tr>
<tr>
<td>ACC 544~</td>
<td>Internal Control Systems</td>
<td>3</td>
</tr>
<tr>
<td>ACC 545~</td>
<td>Financial Reporting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 546~</td>
<td>Auditing</td>
<td>3</td>
</tr>
<tr>
<td>ACC 547~</td>
<td>Taxation</td>
<td>3</td>
</tr>
<tr>
<td>ACC 548~</td>
<td>Not-for-Profit &amp; Government Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 556~</td>
<td>Forensic Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 557~</td>
<td>Accounting Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ETH 557~</td>
<td>Accounting Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the G-ACC**

All applicants to this certificate program are expected to meet the following additional admission requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants must have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

**Certificate Completion Requirements for the G-ACC**

Credit Bearing Certificate completion requirements are the following:

- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 3.0.
- Students who complete the Graduate Accounting Certificate and wish to enroll in the MSA program can apply courses towards the MSA program requirement.

The certificate awarded for this program will read as: 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 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 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 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 governmental accounting, accounting records in government, fund allocation, government-wide reporting, not-for-profit accounting, and governmental performance measures.

ACC 556 ................................................................. 3 credits

Forensic Accounting
In this course, students are introduced to the conduct of fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregularities, substantive procedures for asset irregularities, financial statement fraud, and examination reporting.

ACC 557 ................................................................. 3 credits

Accounting Ethics
In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.

ETH 557 ................................................................. 3 credits

Accounting Ethics
In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.

ETH 557 ................................................................. 3 credits

Graduate Marketing Certificate
The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

Students in the 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.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the GMKT

MKT 571 ................................................................. 3 credits
Marketing

MKT 544 ................................................................. 3 credits
Integrated Marketing Communications

MKT 554 ................................................................. 3 credits
Consumer Behavior

MKT 552 ................................................................. 3 credits
Technology Applications and e-Marketing

MKT 562 ................................................................. 3 credits
Advanced International Marketing

MKT 593 ................................................................. 3 credits
Product Design and Development

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the GMKT
All applicants to this program are expected to meet the following additional admission requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants must have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Certificate Completion Requirements for the GMKT
Credit Bearing Certificate completion requirements are the following:
- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as: 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 following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course 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.

**Graduate Project Management Certificate**

**PM 571** .......................................................... 3 credits

**Project Management**
Students in the Graduate Project Management Certificate program will develop an understanding of project management concepts, applications, and the five processes that define project management. Students will collaboratively create an organizational project plan using Microsoft Project® software. The concentration is based on standards as tested by the Project Management Professional (PMP) certification examination. The Graduate Project Management Certificate program is designed for students who want to enhance their project management skills, become project managers, or complete additional coursework in preparation for Project Management Professional (PMP) certification.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/

Course work requiring prerequisites are identified by a ~ symbol following the course number.

**Required Course of Study for the G-PM**

**MGT 521** .......................................................... 3 credits

**Management**
PM 571 ~ .......................................................... 3 credits

**Project Management**
PM 582 ~ .......................................................... 3 credits

**Project Leadership**
PM 584 ~ .......................................................... 3 credits

**Project Risk Management**
PM 586 ~ .......................................................... 3 credits

**Project Quality Management**
PM 598 ~ .......................................................... 3 credits

The Certificate Track graduate program is designed to be an option for students to earn a certificate en-route to earning the graduate degree.

Students who completed a certificate in its entirety and who later choose to enroll in a graduate program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the graduate program.

**Additional Admission Requirements for the G-PM**

A Credit Bearing Certificate program is one that bears University of Phoenix credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each College.

All applicants are expected to meet the following admissions requirements:

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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.

En-Route Matriculation Benchmark for the G-PM
• Students enrolled in the Master of Business Administration Concentration in Project Management (Certificate Track) program may earn a certificate in Project Management en route to completing the graduate degree.
• To earn the certificate en-route, students must be admitted to the MBA/PMC Certificate Track program and have satisfactorily completed the prescribed 18 credits of certificate required courses.

Certificate Completion Requirements for the G-PM
Credit Bearing Certificate completion requirements are the following:
• Completion of a minimum of 18 credits.
• All students must meet residency requirements.
• A minimum grade point average (GPA) of 3.0.
• The certificate awarded for this program will read as: Graduate Project Management

Residency Requirements and Course Waivers for the G-PM
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 coursework that meets the requirements for this certificate, may apply credits earned. However, students must still meet program residency requirements. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: MGT 521, PM 598

Course Descriptions for the G-PM
MGT 521 ............................................................................................................. 3 credits
Management
This course applies the tools available to University of Phoenix graduate students and the competencies of successful managers to understand the functions of business. Students learn their own perceptions and values to communicate more effectively with others. Other topics include MBA program goals, argument construction, decision making, collaboration, and academic research.
PM 571 ............................................................................................................. 3 credits
Project Management
This course integrates the five processes that define project management. Students will design a project management plan to accomplish an organizational objective. Other topics include project initiation, budgeting, communications, execution, team management, control, and closure.
PM 582 ............................................................................................................. 3 credits
Project Leadership
This course prepares students to lead a project to successful conclusion. Students will create a plan to lead change during project execution. Other topics include integrated change control, work breakdown structures, human resource planning, performance reporting, managing stakeholders, negotiation, conflict resolution, and cultural diversity.
PM 584 ............................................................................................................. 3 credits
Project Risk Management
This course applies risk management concepts to project execution. Students will create contingency plans for a project. Other topics include risk identification, qualitative analysis, quantitative analysis, response planning, monitoring & control, and proactive planning.
PM 586 ............................................................................................................. 3 credits
Project Quality Management
This course applies quality control techniques to project development and implementation. Students will create a continuous quality improvement plan for projects within an organization. Other topics include scheduling, quality planning, quality assurance, scope management, schedule control, and quality control.
PM 598 ............................................................................................................. 3 credits
Project Management Capstone
In this concentration capstone course, students will design a project to meet an organizational need. Students will collaboratively create a project plan using Microsoft® Project software. Other topics include Project Management Professional (PMP) certification preparation.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF HUMANITIES AND SCIENCES
Environmental Sustainability Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This certificate provides an overview of sustainable practices and applications from the environmental science perspective. Current and historical environmental issues are evaluated by examining the impact these issues have on society and the environment. Sustainable practices are analyzed to determine the relevant course of action for environmental management. This certificate program is comprised of five categories: energy, business, agriculture, architecture and green materials, and sustainable ecosystems. Courses requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the SUS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUS 300</td>
<td>Environmental Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>ENV 340</td>
<td>Energy and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>SUS 330</td>
<td>Introduction to Sustainable Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>SUS 310</td>
<td>Industrial Ecology</td>
<td>3</td>
</tr>
<tr>
<td>SUS 350</td>
<td>Green Building and Urban Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must choose one of the following:

- SUS 370 ~ Sustainable Ecosystems
- SUS 380 ~ Sustainable Planning and Land Use
- SUS 385 ~ Sustainable Ocean Use

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the SUS

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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

- 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.

Certificate Completion Requirements for the SUS

- Completion of the Required Course of Study.
- 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 will read as: Environmental Sustainability

Residency Requirements and Course Waivers for the SUS

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 18 credits in the Required Course of Study, must be completed at University of Phoenix.

Students enrolled in this certificate program may not waive any courses within the Required Course of Study.

Course Descriptions for the SUS

<table>
<thead>
<tr>
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<td>Sustainable Ocean Use</td>
<td>3</td>
</tr>
</tbody>
</table>

Introduction to Sustainable Agriculture

This course introduces principles in sustainable agriculture as it relates to environmental and socioeconomic issues. Students examine the environmental impact of conventional agriculture, and the solutions that sustainable agriculture provides. Students examine the principles and effectiveness of sustainable agriculture and its ability to meet the global demand for food. Upon completion of the course, students are able to analyze issues regarding sustainable agriculture and its effects on society and the environment.

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<tbody>
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<td>SUS 310</td>
<td>Introduction to Sustainable Agriculture</td>
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</table>

Industrial Ecology

This course introduces students to the field of industrial ecology. Students examine the interaction of industrial activities and the management of resources to minimize the negative impact on the environment due to these activities through the promotion of sus-
sustainability. Emphasis is placed on the flow of materials and energy through industrial and technological systems. Topics include technology and society, sustainability, biological and industrial ecology, cost analysis, and life-cycle assessment.

**SUS 350** ........................................................................................................... 3 credits

**Green Building and Urban Planning**

This course introduces students to the practices of green building design and urban planning. Students examine the principles of green building with a focus on land use and urban design and development. Upon completion of the course, students are able to evaluate sustainable design considerations, including economic analysis, environmental policies and strategies, land and energy usage, resource and waste reduction, transportation, and urbanization.

**SUS 370** ........................................................................................................... 3 credits

**Sustainable Ecosystems**

In this course, students evaluate the principles of sustainable practices in aquatic and terrestrial environments. Students analyze the factors that govern ecosystems sustainability which include density-dependent regulations, mechanisms of biodiversity, invasive species, and equilibrium dynamics. The impact of human activities and management practices on the environment is examined.

**SUS 380** ........................................................................................................... 3 credits

**Sustainable Planning and Land Use**

In this course, students evaluate strategies that lead to the promotion of sustainable development, planning, and land use. Students develop a sustainable land use plan for natural and human-dominated landscapes and its impact on socioeconomic issues. Upon completion of the course, students are able to apply management strategies and relevant land use practices to achieve sustainability.

**SUS 385** ........................................................................................................... 3 credits

**Sustainable Ocean Use**

In this course, students evaluate the principles of sustainable ocean use. Students analyze the environmental and economic role of the oceans. The sources and impact of ocean environmental degradation are examined. Topics include fisheries, aquaculture, natural resources and uses, and pollution. Sustainable management practices are analyzed by examining global environmental policies and regulations.

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**CERTIFICATE PROGRAMS FOR THE COLLEGE OF SOCIAL SCIENCES**

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**Graduate Mediation Certificate**

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Mediation Certificate Program prepares students for the practice of mediation in a variety of different employment settings. Students will learn how to approach conflict with a “mediation mindset” along with the skills required for maintaining objectivity as a neutral facilitator of the mediation process. The program surveys models and approaches to mediation and dispute resolution, and incorporates current research on mediation, including the dynamics of culture and gender, and legal and ethical 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.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

**Required Course of Study for the G-MDT**

**MDT 520** ................................................................. 3 credits

**MDT 521** ................................................................. 3 credits

**MDT 522** ................................................................. 3 credits

**MDT 523** ................................................................. 3 credits

**Legal and Ethical Issues in Mediation**

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the G-MDT**

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.
- No work experience is required for this program.

**Certificate Completion Requirements for the G-MDT**

- The completion of a minimum of 12 credits.
- A minimum grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as: Mediation

**Minimum Grade Requirements for the G-MDT**

- Students will be placed on Scholastic Disqualification if a minimum grade of “B-” (2.67) is not attained in the following courses: MDT 520, MDT 521, MDT 522
• Students who fail to meet the minimum grade requirement will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension (SS status). Appeals through SAC for readmission to the program will not be accepted by the College of Social Sciences.

Residency Requirements and Course Waivers for the G-MDT
Students must meet established University residency requirements for certificate conferral. The University requires that 12 credits in the Required Course of Study must be completed at University of Phoenix.

Students in this program may not waive any courses.

Course Descriptions for the G-MDT

MDT 520...................................................................................3 credits
Foundations of Mediation I
This is the first part of the foundation course for the Mediation/Conflict Management program that is designed to provide students with knowledge of the basic standards, principles, and skills needed for the practice of mediation. This course focuses on personal communication skills and the impact of conflict, emotions, and diversity on individual perceptions as they relate to the practice of mediation. This course combines lecture with a variety of application exercises in dyads and small groups, including mediation role-plays and related assessments.

MDT 521...................................................................................3 credits
Foundations of Mediation II
This is the second segment of the foundation course for the Mediation/Conflict Management program that is designed to provide students with knowledge of the basic standards, principles, and skills needed for the practice of mediation. This course focuses on specific stages in the mediation process including the opening statement, storytelling, issue identification, agenda setting, negotiation techniques, dealing with impasse, and creating a mediation agreement. In addition, ethics in mediation is addressed. This course combines lecture with a variety of application exercises in dyads and small groups, including mediation role-plays and related assessments.

MDT 522...................................................................................3 credits
Cultural and Gender Dynamics in Mediation
This course is an introduction to the complex ways in which cultural and gender issues impact mediation practice. Students will increase their understanding of cultural and gender-based challenges in the field of peacemaking and conflict resolution. They will enhance their communication and mediation skills to more effectively facilitate dispute resolution processes.

MDT 523...................................................................................3 credits
Legal and Ethical Issues in Mediation
Students will examine the differences and similarities between practicing mediation and other professions, such as law and psychological counseling. Students will focus on the legal and ethical issues in mediation, especially conflicts of interest, mediator neutrality, confidentiality, mediator liability, and enforceability of mediation agreements. The course will address state licensing and certification requirements, statutes, and case law as they pertain to the professional and community-based volunteer mediators. Additionally, students will examine mediation codes of conduct and standards of practice.

Human Services Management Certificate
The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The undergraduate Certificate Program in Social Services Management is comprised of 4 fundamental courses that provide a foundation for the more specialized courses in management within the social services arena and an additional 4 courses focused on organizational management and grant writing. Students will learn the components of indirect services associated with systematic delivery of direct social services, and to employ management practices to inspect, distinguish, and measure the important attributes of program management and supervision. Concepts of strategic planning, organizing and leading are examined to link these basic principles to create a healthy and thriving workplace environment. Resources and tools to secure funding for state, federal and private human services programs and agencies are examined. Students will be introduced to the processes, obstacles and costs associated to grant writing and program design.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/HSM

BSHS 305 ~...............................................................................3 credits
Historical Development of Human Services: An Introduction

BSHS 325 ~...............................................................................3 credits
Human Systems and Development

BSHS 335 ~...............................................................................3 credits
Ethics and Values for Human Service Professionals

BSHS 345 ~...............................................................................3 credits
Diversity and Special Populations

BSHS 425 ~...............................................................................3 credits
Administration & Management of Human Service Programs

BSHS 426 ~...............................................................................3 credits
Human Services Management: Theory & Practice

BSHS 427 ~...............................................................................3 credits
Critical Thinking Skills in Management Decision Making

BSHS 428 ~...............................................................................3 credits
Human Services Program Design & Proposal Writing

The University reserves the right to modify the required course of study.

General Information for the CERT/HSM

This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding “Certificate Track” bachelors program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required
to enroll in the Certificate Track.

Additional Admission Requirements for the CERT/HSM

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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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 have completed and earned 24 or more previous college credits, as verified by the university on the student’s official transcripts.
- Applicants must demonstrate competency in College Writing. Students have the following options to satisfy this requirement:
  - Successful completion (passing grade) of University of Phoenix course COMM 215, equivalent or higher.
  - Transfer credit may be used by students who have achieved a C- or better in a college writing or comparable course of at least 2.67 semester credits completed at a regionally or approved nationally accredited institution. Transfer courses used to fulfill this requirement must be eligible to receive general education credit.
  - Achieve a passing score on the College Composition CLEP exam.

Certificate Completion Requirements for the CERT/HSM

- Completion of a minimum of 24 credits.
- A minimum grade point average (GPA) of 2.0.
- Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- All students must complete the minimum number of credits required by their certificate program.
- The certificate awarded for this program will read as: Human Services Management

Residency Requirements and Course Waivers for the CERT/HSM

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 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 ten (10) years from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived: BSHS 305, BSHS 325, BSHS 335, BSHS 345

Course Descriptions for the CERT/HSM

BSHS 305 ................................................................................. 3 credits
Historical Development of Human Services: An Introduction
In this course students will learn the historical roots of human services and the creation of the human services profession. An investigation of current and historical legislation and how legislation is influenced by public and private attitudes provides a foundational understanding of basic human services ideology. A deep exploration of economic and governance systems affecting service delivery serves to develop essential skills for understanding and interpreting historical dynamics related to advocacy and social change initiatives in human services. Analysis of historical data and exposure to the range of political perspectives facilitates a general introduction and integration to the overall experience of the human service worker’s investment in the multidimensional field. Students will complete Module 1 of the MHF training.

BSHS 325 ................................................................................. 3 credits
Human Systems and Development
Students will demonstrate a basic understanding of human development across the lifespan and of systems for meeting fundamental human needs. The course provides perspectives on individual roles in families, groups, and interpersonal relationships in communities, society, and organizations. Essential coursework components of human systems and development include theories of group dynamics and diversity, culture, aspects of human sexuality, social systems theory, and general processes affecting both developmental and social change. Students will complete Module 8 of the MHF training.

BSHS 335 ................................................................................. 3 credits
Ethics and Values for Human Service Professionals
In this course students will become familiar with ethical standards for human service workers as outlined by the National Organization for Human Services (NOHS). An emphasis is placed on understanding concepts of least intrusive intervention, least restrictive environment, facilitating client self-determination, appropriate professional boundary maintenance, and employing interdisciplinary team approaches to problem-solving. Students will demonstrate understanding of requirements for client confidentiality, electronic record keeping, and portability of client information.
BSHS 345 ..................................................................................3 credits

**Diversity and Special Populations**

The emphasis of this course is on the context of diverse social systems including roles of ethnicity, gender, sexual orientation, cultural dynamics, socio-economic status, variations of learning styles, and individual ability in evaluation and client needs assessment. To complete this course, a student must demonstrate knowledge and understanding of human limitations and capacity, and of the resilient nature of humans. The course involves an exploration of special populations to include individuals with disabilities, economically disadvantaged families and foster children, single parents including single pregnant women, displaced homemakers, individuals with barriers to educational achievement (including those with limited English proficiency), the aging and elderly, individuals preparing for nontraditional employment, tribal communities, refugees and immigrants, and underserved or hard-to-serve populations in general. Students will complete Module 9 of the MHF training.

BSHS 425 ..................................................................................3 credits

**Administration & Management of Human Service Programs**

Administration and management involve components of indirect services associated with systematic delivery of direct human services. Students will learn theories of strategic planning, human resource management, strategies for evaluation and planning the development of human service organizations, elements of agency operations, risk management, budgeting, and fiscal acquisition through grant writing and contract negotiation. The emphasis of this course is on leadership development, and managing professional and volunteer staff. Additional content areas addressed in the course involve advocacy efforts and grass roots movements focused on constituency building.

BSHS 426 ..................................................................................3 credits

**Human Services Management: Theory & Practice**

This course traces the historical context of human services management as it relates to current theory and practice. Students will examine strategies for managing an integrated, diverse workforce and prepare to be generalists, understanding the scope of leading an organization with commonly encountered agency pressures. Students will employ learned management practices to inspect, distinguish, and measure the important attributes of program management and supervision. By demonstrating a basic understanding of organizational behavior and the challenges of embracing workforce diversity, dynamic systems change, performance evaluation and effective communication with a range of Para-professional and professionals, students will explore their roles as managers in the growing human services field.

BSHS 427 ..................................................................................3 credits

**Critical Thinking Skills in Management Decision Making**

This course will familiarize students with strategies related to making sustainable decisions. Techniques used to make decisions, solve problems and lead environments will be explored. Concepts of strategic planning, organizing and leading are examined to link these basic principles to create a healthy and thriving workplace environment. Specific details to human services are considered and methods for service delivery to needs-based populations and the workers who serve in this capacity. Students are introduced to, and will demonstrate understanding of, the Six Sigma elements and five-step approach for process improvement.

BSHS 428 ..................................................................................3 credits

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**Human Services Program Design & Proposal Writing**

This course introduces students to the purposes, challenges and benefits of program design and grant writing. Students will review components of each and conduct a needs assessment and develop a business case for implementation on program design. Special attention will be given to research for finding available funding sources and how to form important partnerships. Students explore the methods of research using quantitative, qualitative and mixed-method program design concepts. Students will examine concepts of logic models and their impact on people, processes, and conditions related to program design. Using a specific framework, learners will uncover funding possibilities and use tools to prepare for the rigor related with grant writing. Resources and tools to secure funding for state, federal and private human services programs and agencies are examined. Students will be introduced to the processes, obstacles and costs associated to grant writing and program design.

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**Gerontology Certificate**

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The undergraduate Certificate Program in Human Services Gerontology is comprised of 4 fundamental courses that provide a foundation for more specialized courses within this human services area, and an additional 4 courses focused on the biology of aging and the pathology of memory, disengagement theory, mental health issues such as depression, suicide, and the psychology of aging, the aging family and changes in family structure, intra- and inter-generational relationships across various societies, and healthful aging ideology. Students will demonstrate understanding of patient and caregiver needs and roles in late life care with topics that include: practical care assistance and early preparation, referral for financial and legal assistance, comfort and dignity issues, respite care, grief support, focusing on client values and concerns, and addressing family conflict.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

**Required Course of Study for the CERT/GER**

BSHS 305 ~ ...............................................................................3 credits

Historical Development of Human Services: An Introduction

BSHS 325 ~ ...............................................................................3 credits

Human Systems and Development

BSHS 335 ~ ...............................................................................3 credits

Ethics and Values for Human Service Professionals

BSHS 345 ~ ...............................................................................3 credits

Diversity and Special Populations

BSHS 435 ~ ...............................................................................3 credits

Research & Statistics in Human Services

BSHS 437 ~ ...............................................................................3 credits
Social Systems and Aging
BSHS 438 ................................................................. 3 credits
Care for Aging Populations
BSHS 439 ................................................................. 3 credits
Grief, Loss and End of Life Issues
The University reserves the right to modify the required course of study.

General Information for the CERT/GER
This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" bachelors program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the CERT/GER
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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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 have completed and earned 24 or more previous college credits, as verified by the university on the student’s official transcripts.
- Applicants must demonstrate competency in College Writing. Students have the following options to satisfy this requirement:
  - Successful completion (passing grade) of University of Phoenix course COMM 215, equivalent or higher.
  - Transfer credit may be used by students who have achieved a C- or better in a college mathematics or comparable course of at least 2.67 semester credits completed at a regionally or approved nationally accredited institution. Transfer courses used to fulfill this requirement must be eligible to receive general education credit.
- Achieve a passing score on the College Composition CLEP exam.
- Applicants must demonstrate competency in College Mathematics.
Students have the following options to satisfy this requirement:
  - Successful completion (passing grade) of University of Phoenix mathematics course MTH 209, equivalent or higher.
  - Transfer credit may be used by students who have achieved a C- or better in a college mathematics or comparable course of at least 2.67 semester credits completed at a regionally or approved nationally accredited institution. Transfer courses used to fulfill this requirement must be eligible to receive general education credit.
- Achieve a passing score on the College Mathematics CLEP exam.

Certificate Completion Requirements for the CERT/GER
- Completion of a minimum of 24 credits.
- A minimum grade point average (GPA) of 2.0.
- Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- All students must complete the minimum number of credits required by their certificate program.
- The certificate awarded for this program will read as: Gerontology

Residency Requirements and Course Waivers for the CERT/GER
Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 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 ten (10) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived: BSHS 305, BSHS 325, BSHS 335, BSHS 345

Course Descriptions for the CERT/GER
BSHS 305 ................................................................................. 3 credits
Historical Development of Human Services: An Introduction
In this course students will learn the historical roots of human services and the creation of the human services profession. An investigation of current and historical legislation and how legislation is influenced by public and private attitudes provides a foundational
understanding of basic human services ideology. A deep exploration of economic and governance systems affecting service delivery serves to develop essential skills for understanding and interpreting historical dynamics related to advocacy and social change initiatives in human services. Analysis of historical data and exposure to the range of political perspectives facilitates a general introduction and integration to the overall experience of the human service worker’s investment in the multidimensional field. Students will complete Module 1 of the MHF training.

BSHS 325 .................................................................3 credits

Ethics and Values for Human Service Professionals

Students will demonstrate a basic understanding of human development across the lifespan and of systems for meeting fundamental human needs. The course provides perspectives on individual roles in families, groups, and interpersonal relationships in communities, society, and organizations. Essential coursework components of human systems and development include theories of group dynamics and diversity, culture, aspects of human sexuality, social systems theory, and general processes affecting both developmental and social change. Students will complete Module 8 of the MHF training.

BSHS 335 .................................................................3 credits

Diversity and Special Populations

The emphasis of this course is on the context of diverse social systems including roles of ethnicity, gender, sexual orientation, cultural dynamics, socio-economic status, variations of learning styles, and individual ability in evaluation and client needs assessment. To complete this course, a student must demonstrate knowledge and understanding of human limitations and capacity, and of the resilient nature of humans. The course involves an exploration of special populations to include individuals with disabilities, economically disadvantaged families and foster children, single parents including single pregnant women, displaced homemakers, individuals with barriers to educational achievement (including those with limited English proficiency), the aging and elderly, individuals preparing for nontraditional employment, tribal communities, refugees and immigrants, and underserved or hard-to-serve populations in general. Students will complete Module 9 of the MHF training.

BSHS 435 .................................................................3 credits

Research & Statistics in Human Services

This course provides an overview of research methods and appropriate use of statistics in the social sciences. A component of program development and evaluation involves knowledge of theory related to understanding research and statistics in the human services arena. The scientific method, research tools, data collection, and analysis will be reviewed. Understanding research and developing the ability to critically evaluate published research reports will be emphasized. Statistical concepts will be reviewed, and students will gain a conceptual understanding of underlying principles of research and statistical analysis. Statistical software will be introduced, and students will compute descriptive and inferential statistical data. Students will practice developing research designs and conducting statistical analyses.

BSHS 437 .................................................................3 credits

Social Systems and Aging

This course traces the origins of social systems for the aging around the world, followed by an examination of program types, the effects on retirement, demographic changes, political sustainability of social programs for the aging, institutional settings and labor supply. Students will define and measure population aging by comparing and contrasting U.S. data with other countries by exploring elderly dependency and age-dependency ratios. Additional topics for discussion and demonstrated understanding by students include: the biology of aging and the pathology of memory, disengagement theory, mental health issues such as depression, suicide, and the psychology of aging, the aging family and changes in family structure, intra- and inter-generational relationships across various societies, and healthful aging ideology.

BSHS 438 .................................................................3 credits

Care for Aging Populations

The course is an exploration of various living environments for aging and elderly including retirement communities, living with relatives and/or children, independency, assisted living, the goodness-of-fit between lifestyle and housing, and managing long-term care. Students will demonstrate knowledge of segregated versus age-integrated residential settings and the impact on residents. An in-depth investigation of care-related issues across the growing aging population will include topics such as chronic illness, subsidized and un-subsidized healthcare related expenses, and needs assessment protocol. The basic model and principles of integrative, interdisciplinary healthcare is presented as the foundation for a team approach to the development of intervention plans, strategies of care, and implementation.

BSHS 439 .................................................................3 credits

Grief, Loss and End of Life Issues

In this course students will learn strategies for facilitating the transition from curative measures to palliative care for the relief of emotional/psychological distress, pain, and a range of physical symptoms. Core competencies involve demonstrated learning of methods for anticipating the demands of end-of-life caregiving including advanced directives, 24/7 services, hospice case management, care and placement options, and easing the common challenges as individuals and families move from care and grief modalities to acceptance and healing. Students will demonstrate understanding of patient and caregiver needs and roles in late life care with topics that include: practical care assistance and early preparation, referral for financial and legal assistance, comfort and dignity issues, respite care, grief support, focusing on client values and concerns, and addressing family conflict.

Family and Child Services Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for
The undergraduate Certificate Program in Human Services Family and Child Services is comprised of 4 fundamental courses that provide a foundation for more specialized courses within this human services area, and an additional 4 courses focused on developing competence in professional skills such as case management, client intake and interviewing, and basic group and individual counseling techniques. Students will examine theories involving the inter-connected and interdependent features of contemporary families in a range of social systems, and will demonstrate an understanding of assessment strategies, consequences and contributing factors of family violence across socio-economic strata and the full range of diverse populations experiencing family violence. Students will demonstrate knowledge and understanding of reporting requirements, treatment interventions, repressed memory controversy, working within the criminal justice system and the tenets of the Children’s Justice Act addressing investigation, prosecution and judicial handling of abuse and neglect cases.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/

Course work requiring prerequisites are identified by a ~ symbol following the course number.

**Required Course of Study for the CERT/FCS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSHS 305 ~ Historical Development of Human Services: An Introduction</td>
<td>3</td>
</tr>
<tr>
<td>BSHS 325 ~ Human Systems and Development</td>
<td>3</td>
</tr>
<tr>
<td>BSHS 335 ~ Ethics and Values for Human Service Professionals</td>
<td>3</td>
</tr>
<tr>
<td>BSHS 345 ~ Diversity and Special Populations</td>
<td>3</td>
</tr>
<tr>
<td>BSHS 405 ~ Intervention, Direct Service Delivery &amp; Case Management</td>
<td>3</td>
</tr>
<tr>
<td>BSHS 406 ~ Family and Social Systems: Contemporary Trends and Issues</td>
<td>3</td>
</tr>
<tr>
<td>BSHS 407 ~ Family Violence Across the Lifespan: A Multi-Strata Problem</td>
<td>3</td>
</tr>
<tr>
<td>BSHS 408 ~ Childhood Abuse and Neglect</td>
<td>3</td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of study.

**General Information for the CERT/FCS**

This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" bachelors program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

**Additional Admission Requirements for the CERT/FCS**

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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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 have completed and earned 24 or more previous college credits, as verified by the university on the student’s official transcripts.
- Applicants must demonstrate competency in College Writing. Students have the following options to satisfy this requirement:
  - Successful completion (passing grade) of University of Phoenix course COMM 215, equivalent or higher.
  - Transfer credit may be used by students who have achieved a C- or better in a college writing or comparable course of at least 2.67 semester credits completed at a regionally or approved nationally accredited institution. Transfer courses used to fulfill this requirement must be eligible to receive general education credit.
  - Achieve a passing score on the College Composition CLEP exam.

**Certificate Completion Requirements for the CERT/FCS**

- Completion of a minimum of 24 credits.
- A minimum grade point average (GPA) of 2.0.
- Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- All students must complete the minimum number of credits required by their certificate program.
- The certificate awarded for this program will read as: Family and Child Services

**Residency Requirements and Course Waivers for the CERT/FCS**

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 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 ten (10) years from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived: BSHS 305, BSHS 325, BSHS 335, BSHS 345, BSHS 405

Course Descriptions for the CERT/FCS

BSHS 305 .................................................................................3 credits

Historical Development of Human Services: An Introduction
In this course students will learn the historical roots of human services and the creation of the human services profession. An investigation of current and historical legislation and how legislation is influenced by public and private attitudes provides a foundational understanding of basic human services ideology. A deep exploration of economic and governance systems affecting service delivery serves to develop essential skills for understanding and interpreting historical dynamics related to advocacy and social change initiatives in human services. Analysis of historical data and exposure to the range of political perspectives facilitates a general introduction and integration to the overall experience of the human service worker’s investment in the multidimensional field. Students will complete Module 1 of the MHF training.

BSHS 325 .................................................................................3 credits

Human Systems and Development
Students will demonstrate a basic understanding of human development across the lifespan and of systems for meeting fundamental human needs. The course provides perspectives on individual roles in families, groups, and interpersonal relationships in communities, society, and organizations. Essential coursework components of human systems and development include theories of group dynamics and diversity, culture, aspects of human sexuality, social systems theory, and general processes effecting both developmental and social change. Students will complete Module 8 of the MHF training.

BSHS 335 .................................................................................3 credits

Ethics and Values for Human Service Professionals
In this course students will become familiar with ethical standards for human service workers as outlined by the National Organization for Human Services (NOHS). An emphasis is placed on understanding concepts of least intrusive intervention, least restrictive environment, facilitating client self-determination, appropriate professional boundary maintenance, and employing interdisciplinary team approaches to problem-solving. Students will demonstrate understanding of requirements for client confidentiality, electronic record keeping, and portability of client information.

BSHS 345 .................................................................................3 credits

Diversity and Special Populations
The emphasis of this course is on the context of diverse social systems including roles of ethnicity, gender, sexual orientation, cultural dynamics, socio-economic status, variations of learning styles, and individual ability in evaluation and client needs assessment. To complete this course, a student must demonstrate knowledge and understanding of human limitations and capacity, and of the resilient nature of humans. The course involves an exploration of special populations to include individuals with disabilities, economically disadvantaged families and foster children, single parents including single pregnant women, displaced homemakers, individuals with barriers to educational achievement (including those with limited English proficiency), the aging and elderly, individuals preparing for nontraditional employment, tribal communities, refugees and immigrants, and underserved or hard-to-serve populations in general. Students will complete Module 9 of the MHF training.

BSHS 405 .................................................................................3 credits

Intervention, Direct Service Delivery & Case Management
This course provides an overview of the role of the human service worker as a change agent with a focus on the application of theory and skills necessary for providing interventions and direct service delivery to individuals and groups. Specifically, students will develop competence in professional skills such as case management, client intake and interviewing, and basic group and individual counseling techniques. Additionally, students will learn how to develop and design, implements, and evaluates interventions. Students will complete Module 16 of the MHF training.

BSHS 406 .................................................................................3 credits

Family and Social Systems: Contemporary Trends and Issues
Theories of public and private families, as differentiated by societal interaction, are explored with a focus on family systems as they exist within social systems. Micro and macro family environments are investigated. Students will examine theories involving the interconnected and interdependent features of contemporary families in a range of social systems. Topics include the family, the state, and social policy with historical perspectives from federal and state legislation. Students will debate current trends in social policy, the efficacy of social welfare systems on a global scale, and demonstrate an understanding of the concept of practical compromise. Roles of the human service worker as advocate and service provider in the family systems context will be addressed.

BSHS 407 .................................................................................3 credits

Family Violence Across the Lifespan: A Multi-Strata Problem
This course explores the phenomenon and social problem of family violence with both macro- and micro-theory explanations and an in-depth literature review. Students will demonstrate an understanding of assessment strategies, consequences and contributing factors of family violence across socio-economic strata and the full range of diverse populations experiencing family violence. Attention is focused on professional and social responses that include clinical interventions, educational initiatives within schools, and responses to the disclosure of family violence in agency and private settings. Skills to develop a human services approach to preventing family violence are enhanced in this course; students are required to outline their own personal and professional roles in the movement to end family violence.

BSHS 408 .................................................................................3 credits

Childhood Abuse and Neglect
This course focuses on the segment of family violence involving physical child abuse, child sexual abuse and exploitation, child neglect and psychological maltreatment of children. Students will examine the scope of these problems and the characteristics of both victims and perpetrators while conducting a search for patterns
and dynamics of each distinction. Students will demonstrate knowledge and understanding of reporting requirements, treatment interventions, repressed memory controversy, working within the criminal justice system and the tenets of the Children's Justice Act addressing investigation, prosecution and judicial handling of abuse and neglect cases. Areas of focus involve various forms of each category including indicators for the range of abuses on an international scale with child labor, slavery, and child prostitution issues.

**Addictions Certificate**

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The undergraduate Certificate Program in Human Services Addictions is comprised of 4 fundamental courses that provide a foundation for more specialized courses within this human services area, and an additional 4 courses focused on the roles of addiction in society in relationship to the judicial system, treatment systems, progressive era reforms, and complications of dual diagnosis. Cardinal characteristics of codependence are examined with a focus on chronic, progressive, malignant and treatable features. Students will demonstrate an understanding of policy issues, managed care, private and public insurance, and advocacy for the consumer in relation to addiction and dependency issues.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/

Course work requiring prerequisites are identified by a ~ symbol following the course number.

**Required Course of Study for the CERT/ADD**

- BSHS 305 ~ Historical Development of Human Services: An Introduction - 3 credits
- BSHS 325 ~ Human Systems and Development - 3 credits
- BSHS 335 ~ Ethics and Values for Human Service Professionals - 3 credits
- BSHS 455 ~ Diversity and Special Populations - 3 credits
- BSHS 465 ~ Working With Addictions - 3 credits
- BSHS 467 ~ Addiction Interventions for Human Service Workers - 3 credits
- BSHS 457 ~ Codependence & Working with Families - 3 credits
- BSHS 458 ~ Action Planning, Relapse Prevention & Aftercare - 3 credits

The University reserves the right to modify the required course of study.

**General Information for the CERT/ADD**

This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding “Certificate Track” bachelors program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

**Additional Admission Requirements for the CERT/ADD**

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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are 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 have completed and earned 24 or more previous college credits, as verified by the university on the student's official transcripts.
- Applicants must demonstrate competency in College Writing. Students have the following options to satisfy this requirement:
  - Successful completion (passing grade) of University of Phoenix course COMM 215, equivalent or higher.
  - Transfer credit may be used by students who have achieved a C- or better in a college writing or comparable course of at least 2.67 semester credits completed at a regionally or approved nationally accredited institution. Transfer courses used to fulfill this requirement must be eligible to receive general education credit.
  - Achieve a passing score on the College Composition CLEP exam.

**Certificate Completion Requirements for the CERT/ADD**

- Completion of a minimum of 24 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
  - All students must complete the minimum number of credits required by their certificate program.
  - The certificate awarded for this program will read as: Addictions

**Residency Requirements and Course Waivers for the CERT/ADD**
Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 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 ten (10) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived: BSHS 305, BSHS 325, BSHS 335, BSHS 345

**Course Descriptions for the CERT/ADD**

**BSHS 305 – Historical Development of Human Services: An Introduction**

In this course students will learn the historical roots of human services and the creation of the human services profession. An investigation of current and historical legislation and how legislation is influenced by public and private attitudes provides a foundational understanding of basic human services ideology. A deep exploration of economic and governance systems affecting service delivery serves to develop essential skills for understanding and interpreting historical dynamics related to advocacy and social change initiatives in human services. Analysis of historical data and exposure to the range of political perspectives facilitates a general introduction and integration to the overall experience of the human service worker’s investment in the multidimensional field. Students will complete Module 1 of the MHF training.

**BSHS 325 – Human Systems and Development**

Students will demonstrate a basic understanding of human development across the lifespan and of systems for meeting fundamental human needs. The course provides perspectives on individual roles in families, groups, and interpersonal relationships in communities, society, and organizations. Essential coursework components of human systems and development include theories of group dynamics and diversity, culture, aspects of human sexuality, social systems theory, and general processes affecting both developmental and social change. Students will complete Module 8 of the MHF training.

**BSHS 335 – Ethics and Values for Human Service Professionals**

In this course students will become familiar with ethical standards for human service workers as outlined by the National Organization for Human Services (NOHRS). An emphasis is placed on understanding concepts of least intrusive intervention, least restrictive environment, facilitating client self-determination, appropriate professional boundary maintenance, and employing interdisciplinary team approaches to problem-solving. Students will demonstrate understanding of requirements for client confidentiality, electronic record keeping, and portability of client information.

**Diversity and Special Populations**

This emphasis of this course is on the context of diverse social systems including roles of ethnicity, gender, sexual orientation, cultural dynamics, socio-economic status, variations of learning styles, and individual ability in evaluation and client needs assessment. To complete this course, a student must demonstrate knowledge and understanding of human limitations and capacity, and of the resilient nature of humans. The course involves an exploration of special populations to include individuals with disabilities, economically disadvantaged families and foster children, single parents including single pregnant women, displaced homemakers, individuals with barriers to educational achievement (including those with limited English proficiency), the aging and elderly, individuals preparing for nontraditional employment, tribal communities, refugees and immigrants, and underserved or hard-to-serve populations in general. Students will complete Module 9 of the MHF training.

**BSHS 345 – Addiction Interventions for Human Service Workers**

This course has a focus on familiarizing students with fundamental interventions used in drug and alcohol treatment settings. Students will conduct an investigation of 12-step, alternative support group, secular organization, therapeutic community, and structured inpatient/outpatient approaches to intervention and treatment. Students will be prepared to apply basic skills for assessing and evaluating client needs, making referrals, and working as a colleague in groups of professional service providers. An exploration of commonly used evaluation instruments for assessing level of care is underscored along with tenets of co-facilitation of treatment groups and assessing special population needs. Students will demonstrate foundational knowledge and understanding of guidelines for treatment as outlined by the Substance Abuse and Mental Health Services Administration and the American Society of Addiction Medicine’s Patient Placement Criteria.

**BSHS 346 – Codependency & Working with Families**

In this course students will demonstrate an understanding of the impact of controlling behaviors and supporting dysfunction in relation to addictions and families. Theories of codependency are...
The College of Nursing requires students to obtain a 10 panel, plus alcohol drug test if the student's behavior in the clinical, classroom or laboratory setting creates facts that give rise to a reasonable suspicion of substance abuse, or indicates they are impaired by alcohol or drugs.

Substance abuse means:
- the consumption, possession, or distribution of alcohol or illegal drugs by any nursing student while on University or affiliated clinical site premises or while participating in any University (or affiliated clinical site) sponsored or related activity, including any nursing-related course or clinical training activity.
- a nursing student's use of alcohol or any drug in such a way that the student's performance in any nursing course, including activities at any clinical site, is impaired.

Prior to being assigned to a clinical placement and as a prerequisite for placement at any agency or health care facility the nursing student shall sign an agreement:
- to abide by the drug policies and drug testing policies of the University and each agency or health care facility in which a student is assigned as applicable,
- to submit to any "for cause" drug testing required by the University and testing required by each agency or health care facility the nursing student obtains clinical hours, and
- to release a copy of any and all drug test results to the University of Phoenix, Dean/Associate Dean of Nursing, other appropriate University officials, and to any State Board(s) of Nursing in which the student holds a nursing license or certificate, where required by the relevant State Board(s) of Nursing. Failure to sign such agreement is grounds for refusal for student admission and progression in the program.

Academic Progression Requirements for all Current Nursing Programs (excluding BSN)

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 10 panel, plus alcohol drug test.

- For purposes of this policy, the following definitions apply:
  - Drug testing means the scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens from the body for the purpose of detecting the use of drugs or alcohol.
  - Reasonable suspicion means evidence which forms a reasonable basis for concluding that it is more likely than not that a person is impaired by alcohol or drugs or has engaged in substance abuse. Facts which could give rise to reasonable suspicion include, but are not limited to: the odor of alcohol or drugs, impaired behavior such as slurred speech, decreased motor coordination, difficulty in maintaining balance, marked changes in personality or job performance, and unexplained accidents, without reasonable justification. Such evidence may come from a professional or expert opinion, layperson opinion, scientific tests, or other sources or methods.
  - Illegal drug means any drug which is not legally obtainable; any drug which is legally obtainable but has not been legally obtained; any prescribed drug not legally obtained; any prescribed drug not being used for the prescribed purpose or by the person for whom it was prescribed; any over-the-counter drug being used at a dosage level other than that recommended by the manufacturer, or being used for a purpose other than the purpose intended by the manufacturer; and any drug being used for a purpose or by a person not in accordance with bona fide medical therapy. Examples of illegal drugs include, but are not limited to, stimulants; depressants; narcotic or hallucinogenic drugs; cannabis substances, such as marijuana and hashish; cocaine; heroin; methamphetamine; phencyclidine (PCP); and so-called designer drugs and look-alike drugs.
  - The College of Nursing requires students to obtain a 10 panel, plus alcohol drug test if the student's behavior in the clinical, classroom or laboratory setting creates facts that give rise to a reasonable suspicion of substance abuse, or indicates they are impaired by alcohol or drugs.
• If the results of the 10 panel, plus alcohol drug test is negative for alcohol or illegal drugs:
  • The student shall meet with their Campus College Chair, Director of Nursing, or NP Program Manager within 24 hours or by the first business day following the test results to discuss the circumstances surrounding suspected behavior.
  • The Campus College Chair, Director of Nursing, or NP Program Manager will counsel the student regarding return to the classroom and clinical agency. The preliminary investigation will cease and the student will be released from further action at that time.
  • The Campus College Chair, Director of Nursing, or NP Program Manager will arrange for the student to make up the missed clinical hours.
• If the results of the 10 panel, plus alcohol drug test is positive for alcohol or illegal drugs:
  • A full review by the Office of Dispute Management and Apollo Ethics and Compliance shall be conducted. Students who test positive for alcohol or illegal drugs will not be permitted to return to any clinical setting pending conclusion of the review. The findings may result in student dismissal from the nursing program and expulsion from the University.
  • The results of the positive test for alcohol or illegal drugs shall be reported to the applicable State Board(s) of Nursing, if required by the applicable State Board(s), by the Campus College Chair, Director of Nursing, or NP Program Manager.
• If the results of the 10 panel, plus alcohol drug test(s) are positive for a prescribed drug(s) but not those that would be defined as illegal in the definitions above:
  • The student shall, within three (3) business days, obtain a written statement from their treating, licensed health care provider (MD, DO, HMD, ND/NMD, NP or PA) stating that:
    • the level does not indicate abuse.
    • the drug level is within prescribed limits.
    • the student’s use of the drug as prescribed will not interfere with safe practice in the clinical area.
This statement must be provided to the Campus College Chair, Director of Nursing, or NP Program Manager. If the statement is approved, then the test result will be deemed acceptable and not failed for these purposes.
  • The failure of a student to provide the above statement or a health care provider’s inability to provide a statement meeting the requirements above shall be treated as a positive test for an illegal drug.
  • Students who refuse to submit to a “for-cause” drug test will not be allowed to return to any clinical setting pending conclusion of a full review by the Office of Dispute Management and Apollo Ethics and Compliance. The findings may result in dismissal from the nursing program and expulsion from the University. The results of a positive test for illegal drugs as defined herein or a refusal to undergo a required drug test will be reported to the applicable State Board of Nursing where required by the applicable State Board(s) of Nursing’s statute(s) or regulation(s).
• Completion of an undergraduate degree or the entire University of Phoenix BSN, BSHCS or BSHA Required Course of Study
• Students must also adhere to any other additional policies prescribed by the clinical agency. It is the sole responsibility of the student to read and acknowledge the requirements of the clinical health care facility in addition to University policy.
  • All costs associated with the drug test, including any transportation costs to or from the drug testing facility, will be the responsibility of the student.
  • University of Phoenix, College of Nursing, campus officials may be required to report all failed drug tests to each State Board of Nursing in which the student holds a nursing license or certificate. Campus officials shall report test results to all applicable State Boards of Nursing as described in the applicable Board’s statutes and/or regulations.

Graduate Health Care Informatics Certificate
The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This certificate program is designed for health care and nurse professionals interested in pursuing or advancing in careers associated with health care informatics and technology. Individuals with little or no background in Informatics receive an overview of informatics as it relates to delivery within a health care facility. The program is designed to provide the learner with current knowledge in concepts of health care informatics, systems life cycle, and data management. The 10 credit-bearing specialization is available as a certificate program for post-baccalaureate students. The four courses in the informatics specialization certificate program are available at campuses offering nursing or health care degree programs using a variety of delivery methods.
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/hci. Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the HCI

<table>
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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HCS 504</td>
<td>Introduction to Graduate Study in Health Sciences/Nursing</td>
<td>1</td>
</tr>
<tr>
<td>HCI 500 ~</td>
<td>Concepts of Health Care Informatics</td>
<td>3</td>
</tr>
<tr>
<td>HCI 510 ~</td>
<td>Systems Life Cycle</td>
<td>3</td>
</tr>
<tr>
<td>HCI 520 ~</td>
<td>Data Management and Design</td>
<td>3</td>
</tr>
</tbody>
</table>

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:

- with a minimum GPA of 2.5 or better verified by providing an official transcript.
Certificate Completion Requirements for the HCI
Credit Bearing Certificate completion requirements are the following:
- Completion of a minimum of 10 credits
- A minimum University program grade point average (GPA) of 3.0.

Residency Requirements and Course Waivers for the HCI
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 7 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to waive a course in a HCI Certificate Program, the student must have completed a previous course which meets the following criteria:
- The course must have been completed and transmitted 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 ................................................................. 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 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.

Gerontology Health Care Certificate Program
The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This program is designed to provide health care professionals with diverse interdisciplinary backgrounds with the knowledge and process of aging. Content is designed to provide students with relevant information related to the physical, mental, and social aspects of gerontology as well as human services, economic and legal factors that influence elders.

With an emerging proportion of older adults in our society there is a growing market for aging services which are fueled by products and services for well elders as well as those elders compromised by chronic illnesses or disabilities. Career opportunities are increasing and are not limited to just long term care. Business, industry, community health, federal and local governments and professional organizations will look to include workers prepared to understand the needs of this population as a major consumer of their products and services.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ghc.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the GHC
HCS 548 ................................................................. 3 credits
Foundations of Gerontology

HCS 551 ~ ................................................................. 3 credits
Biological and Psychological Aspects of Aging

HCS 557 ~ ................................................................. 3 credits
Social and Cultural Aspects of Aging

HCS 565 ~ ................................................................. 3 credits
Organization and Management of Aging Services

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the 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.
• 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

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.

Long Term Care Certificate Program
The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

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 elders as well as for adults compromised by severe injuries or disabilities. The long term care certificate focuses on increasing the knowledge and skills essential to work with these various populations. Courses focus on aging, legal issues and perspectives, programs and services, as well as alternative living environments for these populations.

Required Course of Study for the LTC
Courses work requiring prerequisites are identified by a ~ symbol following the course number.

GEN 200 ...................................................................................3 credits
Foundations for General Education and Professional Success
HCS 433 ~ ................................................................................3 credits
Dimensions of Health and the Older Adult
LTC 310 ~ ................................................................................3 credits
Social and Community Related Programs and Services
HCS 437 ~ ................................................................................3 credits
Long-term Care Administration
LTC 315 ~ ................................................................................3 credits
Alternative Living Environments
LTC 328 ~ ................................................................................3 credits
Legal Perspectives in Aging
The University reserves the right to modify the required course of study.

General Information
This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" bachelors program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the LTC
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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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.

Certificate Completion Requirements for the LTC
- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- All students must complete the minimum number of credits required by their certificate program.
- The certificate awarded for this program will read as:
  Long Term Care

Residency Requirements and Course Waivers for the LTC
Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 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 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 six (6) 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 certificate 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: GEN 200

Course Descriptions for the LTC
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 and skills in order to reach desired goals and achieve academic success.

HCS 433 .................................................................................. 3 credits
Dimensions of Health and the Older Adult
Basic principles and concepts of the aging process; including 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 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 impact of state and federal regulations 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.

**Health Management Certificate Program**

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This certificate is designed to provide a framework in health care management concepts. The courses will provide perspectives related to health care delivery services, health care management and human resources, financial accounting concepts, as well as an introduction to the legal and regulatory aspects in health care.

**Required Course of Study for the HM**

Course work requiring prerequisites are identified by a ~ symbol following the course number.

GEN 200 ..............................................................3 credits

Foundations for General Education and Professional Success

HCS 235 .........................................................3 credits

Health Care Delivery in the United States

**Health Management Courses**

*Students must choose four courses from the following:*

HCS 325 ~ .........................................................3 credits

Health Care Management

HCS 335 ~ .........................................................3 credits

Health Care Ethics and Social Responsibility

HCS 341 ~ .........................................................3 credits

Human Resources in Health Care

HCS 405 ~ .........................................................3 credits

Health Care Financial Accounting

HCS 430 ~ .........................................................3 credits

Legal Issues in Health Care: Regulation and Compliance

HCS 446 ~ .........................................................3 credits

Facility Planning

HCS 457 ~ .........................................................3 credits

Public and Community Health

HCS 483 ~ .........................................................3 credits

Health Care Information Systems

The University reserves the right to modify the required course of study.

**General Information**

This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding “Certificate Track” bachelors program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

**Additional Admission Requirements for the HM**

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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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.

**Certificate Completion Requirements for the HM**

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- All students must complete the minimum number of credits required by their certificate program.
- The certificate awarded for this program will read as: Health Management
Residency Requirements and Course Waivers for the HM

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 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 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 six (6) 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 certificate 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: GEN 200

Course Descriptions for the HM

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 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 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 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 430 ........................................................................................................ 3 credits

Legal Issues in Health Care: Regulation and Compliance

This course covers the broad range of topics affected by law and regulation ranging from patient rights to corporate responsibilities. Health care regulatory agencies and state and federal agencies are examined as well as their impact on the operation healthcare as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.

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 further health care consumer utilization trends, and as well as examining the regulatory compliance requirements.
HCS 457 ................................................................. 3 credits
Public and Community Health
This course provides health care students with an introduction to the development of the public health system and through the epidemiological model students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location. 
HCS 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.

Health and Wellness Administration Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

Required Course of Study for the CERT/HWA

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HCA 210C</td>
<td>Introduction to Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HCA 230C</td>
<td>Business Communication Skills for Health Care Professionals</td>
<td>3</td>
</tr>
<tr>
<td>HCA 220C</td>
<td>The Language of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HCIS 245C</td>
<td>Fundamentals of Information Systems for Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HCA 260C</td>
<td>The Regulatory Environment</td>
<td>3</td>
</tr>
<tr>
<td>HCR 210C</td>
<td>Patient Records</td>
<td>3</td>
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</tbody>
</table>

This certificate will provide an introductory overview of concepts such as an introduction to health care delivery, communication skills, medical terminology, health care information systems, the regulatory environment, and patient records. These concepts are needed to work in an entry level aspect of the health and wellness industry, such as a medical spa, weight management clinic, physician front office or clinic. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/hwa.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Additional Admission Requirements for the CERT/HWA
All applicants to this certificate program are expected to meet the following additional admission requirements:

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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).

Certificate Completion Requirements for the CERT/HWA
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.
- Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.

The certificate awarded for this program will read as:

Health and Wellness Administration

Students who have earned an Associate (A or B Track) or undergraduate degree in Health Administration may not receive a certificate in the same area of focus. Example: a student may not earn an AAHCA/HWA Track A or B first and come back to earn an HWA certificate; however, students who have completed a certificate may return to receive an Associates or bachelors in Health Administration with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the CERT/HWA
Students must meet the established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 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 ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course may not be waived: HCA 210C, HCA 260C

Course Descriptions for the CERT/HWA

HCA 210C................................................................................ 3 credits

Introduction to Health Care

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 230C................................................................................ 3 credits

Business 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 220C................................................................................ 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.

HCIS 245C .............................................................................. 3 credits

Fundamentals of Information Systems for Health Care

This course introduces the fundamentals of computer systems and the role of information processing in today's health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, the Internet, and how these resources are applied in the health care industry.

HCA 260C................................................................................ 3 credits

The Regulatory Environment

This course is an introduction to the regulatory aspects of providing health care services. Students will become familiar with state and federal health regulations. Emphasis is placed on various contemporary characteristics regarding the laws and ethics of health care delivery and the rules that impact health care employment.

HCR 210C.................................................................................. 3 credits

Patient Records

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 in a variety of settings. Students are introduced to uses of health data and legal aspects of records management.

Electronic Health Records Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This certificate will provide a foundation of content needed to become an Electronic Health Records (EHR) specialist. While duties may vary, they will include entering data related to diagnostic procedures, diseases, and general health history information. EHR specialists ensure a patient's health information is correct and assist with daily office operations. Students will be introduced to a current electronic health records system application in the certificate program. The concepts learned in this program align to national electronic health record specialist certification exam content.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ehr.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/EHR

HCA 210C.................................................................................. 3 credits

Introduction to Health Care

HCIS 245C .............................................................................. 3 credits

Fundamentals of Information Systems for Health Care

HCA 220C ~ ........................................................................... 3 credits

The Language of Health Care

HCIS 255C ~ ........................................................................... 3 credits

Structure and Design of Electronic Health Records

HCIS 265C ~ ........................................................................... 3 credits

Medical Health Information

HCIS 275C ~ ........................................................................... 3 credits

Practical Application of Electronic Health Records

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/EHR

All applicants to this certificate program are expected to meet the following additional admission requirements:

- Applicants must be at least 16 years of age at the time of application.

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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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

- 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.

- New 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).

**Certificate Completion Requirements for the CERT/EHR**

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.
  - Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
  - The certificate awarded for this program will read as: Electronic Health Records
  - Students who have earned an Associate (A or B Track) or undergraduate degree in Health Administration may not receive a certificate in the same area of focus. Example: a student may not earn an AAHCA/EHR Track A or B first and come back to earn an EHR certificate; however, students who have completed a certificate may return to receive an Associates or bachelors in Health Administration with a concentration in the same area as the completed certificate or another approved concentration.

**Residency Requirements and Course Waivers for the CERT/ EHR**

Students must meet the established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 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 ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course(s) in the Required Course of Study may not be waived: HCA 210C, HCIS 275C

**Course Descriptions for the CERT/EHR**

**Introduction to Health Care**

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.

**Fundamentals of Information Systems for Health Care**

This course introduces the fundamentals of computer systems and the role of information processing in today’s health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, the Internet, and how these resources are applied in the health care industry.

**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.

**Structure and Design of Electronic Health Records**

Students will learn about the evolving function and use of technology to support the documentation of vital health information contained in a patient’s medical history. This course will introduce students to the general software applications, insurance and coding information, and regulatory compliance requirements.

**Medical Health Information**

This course focuses on the documentation of medical data and how managing data can be vital to the treatment and care of individuals in the health care system. Students will examine development, forms, routing, filing, and storage of patient’s records in a variety of health care settings. Students will also review issues related to quality and data management, as well as privacy and security compliance.

**Practical Application of Electronic Health Records**
Students in the capstone course will use case studies and an electronic health record (EHR) software application to develop foundational skills related to data charting, usage, and application.

Emergency Management Certificate Program

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This certificate 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.

Required Course of Study for the EMC

Course work requiring prerequisites are identified by a ~ symbol following the course number.

- GEN 200: Foundations for General Education and Professional Success (3 credits)
- EMC 310: Principles of Emergency Management (3 credits)
- EMC 320: Emergency Services and the Community (3 credits)
- EMC 330: Emergency Preparedness and Planning (3 credits)
- EMC 340: Emergency Response Operations (3 credits)
- EMC 350: Managing Emergency Response Operations (3 credits)

The University reserves the right to modify the required course of study.

General Information

This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" bachelors program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the EMC

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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

- 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 in or have prior employment experience in an Emergency Management position such as Emergency Medical Technician (EMT), First Responder, firefighter, or other emergency personnel.

Certificate Completion Requirements for the EMC

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.

- Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.

- All students must complete the minimum number of credits required by their certificate program.
- The certificate awarded for this program will read as: Emergency Management

Residency Requirements and Course Waivers for the EMC

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 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 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 six (6) 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 certificate 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: GEN 200

Course Descriptions for the EMC

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.

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 effecting emergency operations will be studied.

EMC 340 ........................................................................................................................................3 credits

Emergency Services and the Community

This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparation programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.

EMC 350 ........................................................................................................................................3 credits

Managing Emergency Response Operations

This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, 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.

Graduate Nursing/Health Care Education Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This course series is designed for nursing and health care professionals interested in pursuing or advancing in careers as faculty in higher educational settings. Those with no background in higher education receive a strong foundation for the many dimensions of the faculty role. Current educators can update or expand their knowledge in curriculum development, assessment and evaluation, and instructional strategies.

This credit-bearing certificate program is for post-baccalaureate students. The four courses in the education specialization/certificate program are available at campuses offering nursing or health care degree programs using on ground and/or Flexnet delivery, as well as through the online campus.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/nhce.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the NHCE

HSN 548 .................................................................................................................................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.
Online modality in their state. Please contact your enrollment advisor for states. Students may want to consider completing certain courses in the Phoenix campus locations: Online, depending on state of residence. The (California)

CERTIFICATE PROGRAMS FOR THE COLLEGE OF EDUCATION

Administration and Supervision Certificate Program (California)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Administration and Supervision Certificate Program prepares candidates for principal licensure. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative practicum is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/asc.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections Orientation, 0 Total Credits
ADMIN 501 ................................................................. 0 credits
Orientation to Administration and Supervision

CERTIFICATE PROGRAMS FOR THE COLLEGE OF EDUCATION

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.

Course Descriptions for the NHCE

HSN 540 .................................................................................. 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
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
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.
Introductory Course, 1 Total Credit
COM 516 .................................................................1 credit
Professional Communications

Administrative Practicum, 3 Total Credits
ADMIN 594A .........................................................1 credit
Administrative Practicum Part I: Instructional Leadership
ADMIN 594B .........................................................1 credit
Administrative Practicum Part II: Organizational Management
ADMIN 594C .........................................................1 credit
Administrative Practicum Part III: Professional Practice

Introduction to Principalship, 12 Total Credits
ADMIN 518 ............................................................3 credits
Leadership and Collaborative Processes
ADMIN 570 ............................................................3 credits
Equity, Diversity, and Access in Education
ADMIN 555 ............................................................3 credits
School Policy and Law for Principals
ADMIN 575 ............................................................3 credits
Family, Community and Media Relations

Functions and Strategies, 15 Total Credits
ADMIN 524 ............................................................3 credits
Supervision of Curriculum, Instruction and Assessment
ADMIN 528 ............................................................3 credits
Administration of Special Programs
ADMIN 535 ............................................................3 credits
Business and Facilities Management
ADMIN 560 ............................................................3 credits
Human Resources Leadership and Management
ADMIN 565 ............................................................3 credits
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.
• Five (5) years verified full-time teaching experience or services experiences in schools in P-12 setting (substitute or part-time service does not apply).
  • The teaching or services experiences 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 or services experience:
    * Verifiable (contracted) P-12 experience - 40 hours per week
  • Verification of the following items:
    • Having passed or attempted the California Basic Skills Test (CBEST)
    • Current TB test
    • Applicants must possess one of the following California credentials:
      • A valid clear or life California Designated Subjects Teaching Credential provided the applicant also possesses a baccalaureate degree
      • A valid clear services prerequisite credential, 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.
    • 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: Administration and Supervision

Academic Progression Requirements for the ASC
Candidates must complete and provide verification of the following academic progression requirements prior to practicum placement:
• Proof of passing score on the CBEST exam

Residency Requirements and Course Waivers for the ASC
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.
In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally accredited college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
The following courses in the Required Course of Study may not be waived: COM 516, ADMIN 594A, ADMIN 594B, ADMIN 594C

Minimum Grade Requirement for the ASC
A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: ADMIN 594A, ADMIN 594B, ADMIN 594C
Candidates who earn less than a grade of "B" in any of these courses must complete a remediation plan and repeat the course. If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the ASC
Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR). Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

Verification of employment in an administrative position prior to issuance of a Preliminary Administrative Credential. Those students who do not have an offer of employment in an administrative position may apply for a Certificate of Eligibility to seek employment.

Practicum Policies for the ASC
- The Administrative Practicum is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the practicum. Candidates must follow the guidelines in place at their campus.
- Candidates must take the practicum courses concurrently with the practicum experience. If a candidate chooses to postpone the practicum, he/she must postpone their enrollment in the practicum courses.
- Candidates must pass each Administrative Practicum course with a grade of "B" or better in order to avoid Scholastic Disqualification.
- Candidates who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.

Field Experience for the ASC
Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

Note: The field experience hours are hours completed outside of the 240 hour Administrative Practicum experience.

Additional Academic Program Re-entry Policy for the ASC
Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Course Descriptions for the ASC

**ADMIN 501** ................................................................. 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 in California. Students will be introduced to the program’s progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative practicum will be discussed.

**ADMIN 516** ................................................................. 1 credit

Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

**ADMIN 594A** .............................................................. 1 credit

Administrative Practicum Part I: Instructional Leadership
This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.

**ADMIN 594B** .............................................................. 1 credit

Administrative Practicum Part II: Organizational Management
This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.

**ADMIN 594C** .............................................................. 1 credit

Administrative Practicum Part III: Professional Practice
This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.

**ADMIN 518** ................................................................. 3 credits

Leadership and Collaborative Processes
This course provides students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leader-
ship and explore how leadership enhances an educational environment. Students examine information on collaborative processes and how educational leaders can create high performing teams.

ADMIN 570..............................................................................3 credits

**Equity, Diversity, and Access in Education**

This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

ADMIN 555..............................................................................3 credits

**School Policy and Law for Principals**

This course examines legal theory and practice in the context of the educational setting. The United States Constitution, federal and state court systems, legal issues, and their impact on schools are discussed, analyzed, and applied to current educational practices.

ADMIN 575..............................................................................3 credits

**Family, Community and Media Relations**

This course examines tools and models for promoting positive school relations with families, the community, and local media. Candidates will study and practice techniques for involving stakeholders, using conflict resolution and decision making tools, forming business and community partnerships, and using public relations concepts to support school policy. Candidates also will participate in field experiences related to media and community relations.

ADMIN 524.............................................................................3 credits

**Supervision of Curriculum, Instruction and Assessment**

This course examines principals’ responsibilities related to supervision of curriculum, instruction, and assessment. Principal candidates study the relationships among supervision, curriculum design, national and state standards, and effective instructional practice for diverse learners. Candidates also review the types of assessments that school leaders must be familiar with, the use of assessments to measure and support student achievement, the continuous school improvement model, and the development of school improvement plans. In addition, candidates participate in field experiences related to curriculum, instruction, and assessment.

ADMIN 528..............................................................................3 credits

**Administration of Special Programs**

This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.

ADMIN 535C..............................................................................3 credits

**Business and Facilities Management**

In this course, candidates study the processes for managing business functions and school facilities. Principal candidates study school budgeting and accounting procedures and examine issues regarding facilities management. Principal candidates also participate in field experiences related to business and facilities management.

ADMIN 560 .............................................................................3 credits

**Human Resources Management in Education**

This course focuses on the responsibilities involved in human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal are examined. In addition, the course analyzes strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism.

ADMIN 565..............................................................................3 credits

**School Improvement Processes**

This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. 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.

**Principal Licensure Certificate Program (Utah)**

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Principal Licensure professional certificate program is designed for educators interested in obtaining a license as a P-12 school principal. 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/plc.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

**Required Course of Study for the PLC**

ADMIN 500..............................................................................0 credits

Orientation to Administration and Supervision

COM 516 ..............................................................................1 credit

Professional Communications

ADMIN 518 ..............................................................................3 credits

Leadership and Collaborative Processes

ADMIN 570 ..............................................................................3 credits

EQUITY, DIVERSITY, AND ACCESS IN EDUCATION

ADMIN 555 ..............................................................................3 credits

School Policy and Law for Principals

ADMIN 524 ..............................................................................3 credits

Supervision of Curriculum, Instruction and Assessment

ADMIN 591A ............................................................................1 credit

Principal Internship Part I: Instructional Leadership

ADMIN 535 ..............................................................................3 credits

Business and Facilities Management
All applicants must be currently employed or have access to a licensed school counselor. Utah students in the MAED/ADM program can have experience as a... 

Additional Admission Requirements for the PLC

All applicants are expected to meet the following admissions requirements:

- A master’s degree from a regionally accredited college or university or equivalent graduate degree earned at a recognized foreign institution.
- A minimum equivalent of three (3) years post-high school work experience including 18 months of instructional experience in a P-12 setting.
- The teaching or instructional experience must be as a contracted teacher in either a traditional or year-round public or private school.
- Teaching experience is defined as stand-up teaching or facilitation with a preschool (P)-12 school-age population. The following constitutes teaching experience:
  
  * Verifiable (contracted) P-12 instructional classroom experience - 40 hours per week.

Utah students in the MAED/ADM program can have experience as a licensed school counselor.

- 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.
- A signed PLC New Student Checklist

Certificate Completion Requirements for the PLC

- Completion of a minimum of 28 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of the Administration Internship courses ADMIN 591A, ADMIN 591B, and ADMIN 591C.
- Completion of e-portfolio.
- Completion of Field Experience Observation Record.
- Students may need to meet additional requirements set forth by their State Department of Education.
- The certificate awarded for this program will read as: Principal Licensure Certificate.

Residency Requirements and Course Waivers for the PLC

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework. In order to 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, ADMIN 591A, ADMIN 591B, ADMIN 591C

Minimum Grade Requirement for the PLC

A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses: ADMIN 591A, ADMIN 591B, ADMIN 591C.

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.

Additional Academic Program Re-entry Policy for the PLC

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the PLC

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for principal certification). Refer to the New Student Checklist and your state certification agency requirements prior to being issued an Institutional Recommendation (IR) (request for principal certification).
- Passing scores on state exam(s) for principal licensure.
Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

Course Descriptions for the PLC

ADMIN 500 .............................................................................. 0 credits

Orientation to Administration and Supervision
This course is designed to provide an orientation to the primary components of the Master of Arts in Education/ Administration and Supervision program. Students will be introduced to the program’s progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.

COM 516 .................................................................................... 1 credit

Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

ADMIN 518.............................................................................. 3 credits

Leadership and Collaborative Processes
This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.

ADMIN 570 ............................................................................. 3 credits

Equity, Diversity, and Access in Education
This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, 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.

ADMIN 555.............................................................................. 3 credits

School Policy and Law for Principals
This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.

ADMIN 524.............................................................................. 3 credits

Supervision of Curriculum, Instruction and Assessment
This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.

ADMIN 591A ................................................................. 1 credit

Principal Internship Part I: Instructional Leadership
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.

ADMIN 535 .......................................................................... 3 credits

Business and Facilities Management
This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates will also participate in field experiences related to business and facilities management.

ADMIN 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.

ADMIN 591B ................................................................. 1 credit

Principal Internship Part II: Organizational Management
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.

ADMIN 575 .......................................................................... 3 credits

Family, Community and Media Relations
This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families, business and community groups, and the media to support a school’s vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs, establishing reciprocal relationships, the use of conflict resolution and decision making tools, and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.

ADMIN 565 .......................................................................... 3 credits

School Improvement Processes
This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.

ADMIN 591C ................................................................. 1 credit

Principal Internship Part III: Professional Practice
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on professional practice. Principal candidates will study school improvement processes and strategies for enhancing organizational management, leadership, problem solving, and strategic planning.
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.

**Principal Licensure Certificate Program (Colorado)**

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Principal Licensure professional certificate program is designed for educators interested in obtaining a license as a P-12 school principal. 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 information, please visit our website at [http://www.phoenix.edu/programs/plc](http://www.phoenix.edu/programs/plc).

Course work requiring prerequisites are identified by a ~ symbol following the course number.

### Required Course of Study for the PLC

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ADMIN 500</td>
<td>Orientation to Administration and Supervision</td>
<td>0</td>
</tr>
<tr>
<td>COM 516</td>
<td>Professional Communications</td>
<td>1</td>
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<tr>
<td>ADMIN 518</td>
<td>Leadership and Collaborative Processes</td>
<td>3</td>
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<tr>
<td>ADMIN 570</td>
<td>Equity, Diversity, and Access in Education</td>
<td>3</td>
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<tr>
<td>ADMIN 555</td>
<td>School Policy and Law for Principals</td>
<td>3</td>
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<tr>
<td>ADMIN 524</td>
<td>Supervision of Curriculum, Instruction and Assessment</td>
<td>3</td>
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<tr>
<td>ADMIN 591A</td>
<td>Principal Internship Part I: Instructional Leadership</td>
<td>1</td>
</tr>
<tr>
<td>ADMIN 559</td>
<td>Business and Facilities Management</td>
<td>3</td>
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<tr>
<td>ADMIN 560</td>
<td>Human Resources Leadership and Management</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 591B</td>
<td>Principal Internship Part II: Organizational Management</td>
<td>1</td>
</tr>
<tr>
<td>ADMIN 575</td>
<td>Family, Community and Media Relations</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 565</td>
<td>School Improvement Processes</td>
<td>3</td>
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</tbody>
</table>

### Certificate Completion Requirements for the PLC

- Completion of a minimum of 28 credits.
- A minimum grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
- A signed PLC New Student Checklist

### Residency Requirements and Course Waivers for the PLC

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to 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.

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<tbody>
<tr>
<td>ADMIN 591C</td>
<td>~</td>
<td>1</td>
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</table>
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, ADMIN 591A, ADMIN 591B, ADMIN 591C

Minimum Grade Requirement for the PLC
A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses: ADMIN 591A, ADMIN 591B, ADMIN 591C

The course must be comparable in content and credits to the University of Phoenix, 2013-2014

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 PLC
• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for principal certification). Refer to the New Student Checklist and your state certification agency for specific requirements.

Colorado: Students must verify three (3) years licensed experience in P-12 grades in order to obtain their principal certification and will need to provide verification of this. Acceptable licensed experience includes the following:
• Teacher
• School Counselor
• School Nurse
• School Social Worker
• School Psychologist

• Passing scores on state exam(s) for principal licensure.

• Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

Additional Academic Program Re-entry Policy for the PLC
Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version.

However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Course Descriptions for the PLC
ADMIN 500 .............................................................................0 credits
Orientation to Administration and Supervision
This course is designed to provide an orientation to the primary components of the Master of Arts in Education/Administration and Supervision program. Students will be introduced to the program’s progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.

ADM 508 .........................................................................................1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

ADMIN 518 .............................................................................3 credits
Leadership and Collaborative Processes
This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.

ADMIN 570 .............................................................................3 credits
Equity, Diversity, and Access in Education
This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, 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.

ADMIN 555 .............................................................................3 credits
School Policy and Law for Principals
This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.

ADMIN 524 .............................................................................3 credits
Supervision of Curriculum, Instruction and Assessment
This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.

ADMIN 591A .............................................................................1 credit
Principal Internship Part I: Instructional Leadership
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.
ADMIN 535 ................................................................. 3 credits

Business and Facilities Management
This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.
ADMIN 560 ................................................................. 3 credits

Human Resources 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.
ADMIN 591B ............................................................... 1 credit

Principal Internship Part II: Organizational Management
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.
ADMIN 575 ................................................................. 3 credits

Family, Community and Media Relations
This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families, business and community groups, and the media to support a school’s vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs, establishing reciprocal relationships, the use of conflict resolution and decision making tools, and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.
ADMIN 565 ................................................................. 3 credits

School Improvement Processes
This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader can use to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.
ADMIN 591C ............................................................... 1 credit

Principal Internship Part III: Professional Practice
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.

California Teachers of English Learners Certificate
The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This certificate program is aligned directly to the Candidate Competency Standards and the Knowledge, Skills, and Abilities for California Teachers of English Learners (CERT/CTEL). The curriculum is designed around the Knowledge, Skills, and Abilities for California Teachers of English Learners (CERT/CTEL), and provides candidates with a depth of knowledge regarding current research-based theories and research in the specialized instruction of English language development (ELD).

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-ctel.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/CTEL
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, Speech-Language Pathology or Clinical or Rehabilitative Services Credential with a Special Class Authorization, School Nurse Services Credential with a Special Teaching Authorization in Health, Visiting Faculty Permit, Children’s Center Permit (excluding emergency), or Child Development Permit (excluding Assistant and Associate Permits) that authorizes the holder to provide instruction to pupils.

• The following are not appropriate prerequisite credentials or permits: Emergency Permits, Provisional Internship Permits, Short-Term Staff Permits, District Intern Credentials, University Intern Credentials, Exchange Credentials, Sojourn Certified Employee Credentials, Services credentials without a special class authorization

• Access to an educational setting with English language learners.

• A signed CERT/CTEL New Student Checklist

Certificate Completion Requirements for the CERT/CTEL
• Completion of a minimum of 12 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 CERT/CTEL course work.

Additional Academic Program Re-entry Policy for the CERT/CTEL
Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.
Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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 Education (Indiana)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand.
and other factors. Not all programs may be available to all residents of all
states. Students may want to consider completing certain courses in the
Online classroom at Online rates if the program is available via the
Online modality in their state. Please contact your enrollment advisor for
more information.

The Transition to Teaching program with specializations in elemen-
tary and secondary is designed for individuals interested in gain-
ing the knowledge and expertise required in the field of teaching.
The program is an alternative route program designed to meet the
academic requirements established for state licensure. The pro-
curriculum is focused on educational foundations, classroom
management, instructional methods, assessment, and diversity.
This program also includes field experiences and a full-time stu-
dent teaching experience.

Course work requiring prerequisites are identified by a ~ symbol
following the course number.

Program Requirements for the CERT/T2T-E
MTE 507 ~ ............................................................................... 0 credits
Orientation to Teacher Education
MTE 518 ~ .............................................................. 3 credits
Models, Theories, and Instructional Strategies
MTE 522 ................................................................................... 3 credits
Maintaining an Effective Learning Climate for Elementary Settings
SPE 514 ~ .............................................................. 2 credits
Survey of Special Populations
RDG 537 ~ .............................................................. 4 credits
Curriculum Constructs & Assessment: Reading and Language Arts
RDG 535 ~ .............................................................. 3 credits
Curriculum Constructs & Assessment: Reading Difficulties
MTE 531 ~ .............................................................. 2 credits
Diagnosis & Remediation of Reading Difficulties
MTE 533 ~ .............................................................. 4 credits
Curriculum Constructs & Assessment: History and Social Science
MTE 535 ~ .............................................................. 3 credits
Curriculum Constructs & Assessment: Science and Mathematics
ELM 585 ~ .............................................................. 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 CERT/T2T-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. 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.

• Demonstration of basic skills proficiency

• T2T-Elementary applicants must have passing scores on the
designated state content knowledge exam (Praxis II: elementary
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.

Candidacy Status for the CERT/T2T-E
The College of Education has two levels of review consisting of
Level 1 Candidate Status and Level 2 Candidate Status. Applicants
must meet requirements for both levels of candidacy status to con-
tinue in their program with no interruption of scheduling.
Level 1 Candidate Status is completed upon admission to the Uni-
versity. 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. Evi-
dence that these requirements have been met must be uploaded to
the Transition to Teaching DRF in the e-portfolio and the student’s
eXp file.

• 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.

Students must be admitted and meet Level 1 Candidate Status
prior to being reviewed for Level 2 Candidate Status.

Minimum Grade Requirements for the CERT/T2T-E

• A candidate must earn a grade of “B” (grades of “I” and “B-” are
not accepted) or better in the following courses in order to
student teach: ELM 585

• 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.

Certificate Completion Requirements for the CERT/T2T-E

• Completion of a minimum of 24 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 practicum/student
teaching courses.

• Completion of Field Experience Observation Record (50 hours).

• 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 certificate awarded for this program will read as:
Elementary Education

Institutional Recommendation for the CERT/T2T-E
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 Certificate Application in order to receive a certificate and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

Candidates must pass their state-mandated professional knowledge exam.

Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.

Indiana candidates must provide verification of current CPR/AED/Heimlich certification prior to being recommended for their credential.

Indiana candidates must complete a basic or in-service course of education and training on suicide prevention and the recognition of signs that a student may be considering suicide prior to receiving an initial teaching license.

Residency Requirements and Course Waivers for the CERT/T2T-E

- 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 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.

Student Teaching and Field Experience for the CERT/T2T-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.

- 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.

Additional Academic Program Re-entry Policy for the CERT/T2T-E

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University’s Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Course Descriptions for the CERT/T2T-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.

MTE 518 ...................................................................................3 credits

Models, Theories, and Instructional Strategies

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 522 ...................................................................................3 credits
Maintaining an Effective Learning Climate for Elementary Settings
This course examines the strategies used in managing a positive classroom environment within the framework of the 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 537 ................................................................. 4 credits

Curriculum Constructs & Assessment: Reading and Language Arts
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare for 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

Diagnosis & Remediation 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 and Social Science
This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.
MTE 533 ................................................................. 4 credits

Curriculum Constructs & Assessment: Science and Mathematics
This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.
ELM 585 ................................................................. 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 Education (Indiana)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Transition to Teaching program with specializations in elementary and secondary is designed for individuals interested in gaining the knowledge and expertise required in the field of teaching. The program is an alternative route program 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 CERT/T2T-S
MTE 507 ................................................................. 0 credits
Orientation to Teacher Education
SEC 508 ~ ................................................................. 3 credits
Models, Theories and Strategies for Secondary Education
MTE 523 ................................................................. 3 credits
Maintaining an Effective Learning Climate
SPE 514 ~ ................................................................. 2 credits
Survey of Special Populations
ELEC 500 ~ ................................................................. 3 credits
Secondary Methods Elective
RDG 542 ~ ................................................................. 3 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings
SEC 585 ~ ................................................................. 4 credits
Secondary Student Teaching

Students must select one of the following methods courses in order
meet the ELEC 500 requirement:

MTE 543 ..........................................................3 credits
Curriculum Constructs & Assessment: Secondary Visual & Performing Arts
MTE 551 ..........................................................3 credits
Curriculum Constructs and Assessment: Physical Education
MTE 560 ..........................................................3 credits
Curriculum Constructs & Assessment: Secondary Health Science
MTE 564 ..........................................................3 credits
Curriculum Constructs and Assessment: Secondary Math
MTE 566 ..........................................................3 credits
Curriculum Constructs & Assessment: Secondary English/Language Arts
MTE 567 ..........................................................3 credits
Curriculum Constructs & Assessment: Secondary History/Social Science
MTE 569 ..........................................................3 credits
Curriculum Constructs and Assessment: Secondary Science
MTE 570 ..........................................................3 credits
Curriculum Constructs and Assessment: Global Languages
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 CERT/T2T-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. 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.

• Demonstration of basic skills proficiency

• 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.

Candidate Status for the CERT/T2T-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 Transition to Teaching DRF in the e-portfolio and the student's eXp file.

• 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.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Minimum Grade Requirements for the CERT/T2T-S

• A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: SEC 585

• 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.

Certificate Completion Requirements for the CERT/T2T-S

• Completion of a minimum of 18 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 practicum/student teaching courses.

• Completion of Field Experience Observation Record (50 hours).

• 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 certificate awarded for this program will read as: Secondary Education

Institutional Recommendation for the CERT/T2T-S

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.
• 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 CERT/T2T-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.

• 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.

Additional Academic Program Re-entry Policy for the CERT/T2T-S

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved. Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Course Descriptions for the CERT/T2T-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.

SEC 508 .................................................................................... 3 credits

Models, Theories and Strategies for Secondary Education

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 523 ................................................................................... 3 credits

Maintaining an Effective Learning Climate

This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
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 institutional and assessment techniques are modeled. A practical application project, based on work with a student in a 7th-12th grade setting, is incorporated into the course requirements.

Secondary Student Teaching
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

MTE 543 ....................................................................................3 credits

Curriculum Constructs & Assessment: Secondary Visual & Performing Arts
This course explores the application of basic instructional methods to content areas and strategies of teaching the visual and performing arts in middle school and high school. Participants identify the educational needs of secondary students by exploring current instructional theory, National and state standards, assessment practices, and social issues that impact the arts in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse student populations. The course will also emphasize classroom management skills as they relate to visual and performing arts instruction.

MTE 551 ....................................................................................3 credits

Curriculum Constructs and Assessment: Physical Education
This course explores the secondary physical education classroom, professionalism, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, national and state standards including the developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, and developing and practicing social skills and the value of fair play in games and sports. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom and sport/field management skills and safety as they relate to physical education instruction.

MTE 560 ....................................................................................3 credits

Curriculum Constructs & Assessment: Secondary Health Science
This course explores the application of instructional methods to the content area of Health Science in middle school and high school settings. Participants explore the contexts of societal issues, and state, local, and national standards for the teaching of health science. They also examine current instructional theory, models, and strategies as they relate to instruction, assessment, and accountability. The course helps prospective educators to identify the educational needs of middle level and secondary students, and to develop skills in selecting and adapting delivery methods, external resources, and behavior management plans for diverse students.

MTE 564 ....................................................................................3 credits

Curriculum Constructs and Assessment: Secondary Math
This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.

MTE 566 ....................................................................................3 credits

Curriculum Constructs & Assessment: Secondary English/Language Arts
This course explores the application of basic instructional methods to the content area of English/language arts in middle level and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 567 ....................................................................................3 credits

Curriculum Constructs & Assessment: Secondary History/Social Science
This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 569 ....................................................................................3 credits

Curriculum Constructs 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 570 .......................................................................................................................... 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 580 .......................................................................................................................... 3 credits

**Curriculum Constructs and Assessment: Secondary Business & Marketing**

This course focuses on instruction and assessment strategies to provide secondary students background and knowledge in business/marketing content and careers, employment and workplace skills, applied academics, and leadership skills through participation in career and technical student organizations (CTSOs). This course will provide teacher candidates the opportunity to develop the ability to evaluate and use appropriate instructional methods, curricular materials and resources, and assessment strategies.

**Certificate in Special Education (Nevada)**

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Certificate in Special Education (CERT/SPE) prepares current certified teachers working in a K-12 regular education environment as special education teachers. This program is designed to provide them with the additional coursework required for certification as a K-12 special education. Coursework in this program includes special education methods, special education assessment and interpretation, characteristics of exceptionalities, scientifically based reading instruction, methods of teaching mathematics, and inclusion strategies for the special educator. Throughout the program, students are required to complete a minimum of 30-40 hours of verifiable field experiences, covering a variety of special education settings. For more information about our graduation rates, the median debt settings. Program and Certification requirements are subject to change based on Department of Education or University Policy.

**Additional Admission Requirements for the CERT/SPE**

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution. 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 2.5 on the undergraduate degree posted transcript.
- A minimum equivalent of three (3) years post-high school work or volunteer experience.
- All applicants must be currently employed as a special education teacher in a Nevada school.
- Students enrolling in the CERT/SPE must have a valid elementary, secondary, or special (K-12, Art, Music, PE or special education) license excluding Business and Industry.

**Certificate Completion Requirements for the CERT/SPE**

- Completion of a minimum of 32 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of Field Experience Observation Record (25 hours).
- To ensure students meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s 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.

- Completion of e-portfolio.
- The certificate awarded for this program will read as: Special Education Generalist

Orientation to the Exceptional Child
SPE 546 .......................................................................................................................... 3 credits
Special Education Methods
SPE 512 .......................................................................................................................... 3 credits
Special Education Assessment and Interpretation
SPE 591 .......................................................................................................................... 3 credits
Characteristics of Exceptionalities
RDG 537 .......................................................................................................................... 4 credits
Curriculum Constructs & Assessment: Reading and Language Arts
MTH 506 .......................................................................................................................... 3 credits
Methods of Teaching Mathematics
MTE 522 .......................................................................................................................... 3 credits
Maintaining an Effective Learning Climate for Elementary Settings
SPE 558 .......................................................................................................................... 3 credits
Transition Planning for Adolescents with Disabilities
SPE 557 .......................................................................................................................... 3 credits
Collaboration with Families of Students with Disabilities

**Special Education Generalist**

SPE 591 .......................................................................................................................... 3 credits
RDG 537 .......................................................................................................................... 4 credits
Curriculum Constructs & Assessment: Reading and Language Arts
MTH 506 .......................................................................................................................... 3 credits
Methods of Teaching Mathematics
MTE 522 .......................................................................................................................... 3 credits
Maintaining an Effective Learning Climate for Elementary Settings
SPE 558 .......................................................................................................................... 3 credits
Transition Planning for Adolescents with Disabilities
SPE 557 .......................................................................................................................... 3 credits
Collaboration with Families of Students with Disabilities

**CURRICULUM CONSTRUCTS & ASSESSMENT: SECON...
### Residency Requirements and Course Waivers for the CERT/SPE

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, RDG 537, SPE 512, SPE 546, SPE 591

### Institutional Recommendation for the CERT/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 school law, state and U.S. Constitution coursework as required by the state certification agency.

### Field Experience for the CERT/SPE

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 25 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. Candidates must work with their campus to arrange field experience.

### Additional Academic Program Re-entry Policy for the CERT/SPE

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

### Course Descriptions for the CERT/SPE

- **MTE 500** ...................................................................................0 credits

### Orientation to the Special Education Certification Program

This course is designed to provide an orientation to the primary components of the Special Education Certificate Program. Students will be introduced to the program’s certificate completion requirements. Field Experience, E-Portfolio, and technology resources will be discussed.

- **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 505** ...................................................................................3 credits

### Child and Adolescent Development

This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

- **SPE 513** ...................................................................................3 credits

### Orientation to the Exceptional Child

This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.

- **SPE 546** ...................................................................................3 credits

### Special Education Methods

This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service
Special Education Assessment and Interpretation
This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child’s abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavior recommendations are discussed.

SPE 591 ......................................................................................... 3 credits

Characteristics of Exceptionalities
This course examines teaching and managing students with mild disabilities. Special emphasis is placed on learning disabilities, mental retardation, and emotional disabilities. The etiology, characteristics, philosophies, service delivery models available, methods of instruction, and behavior management techniques of each disability area are discussed in depth.

RDG 537 ......................................................................................... 4 credits

Curriculum Constructs & Assessment: Reading and Language Arts
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

MTH 506 ......................................................................................... 3 credits

Methods of Teaching Mathematics
This course focuses on the methodology and assessment strategies that enhance learning in preschool through eighth-grade mathematics. Topics include an overview of mathematics content and process standards, developmentally effective instructional strategies, assessment, and classroom and materials management.

MTE 522 ......................................................................................... 3 credits

Maintaining an Effective Learning Climate for Elementary Settings
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

SPE 558 ......................................................................................... 3 credits

Transition Planning for Adolescents with Disabilities
This course focuses on the role of the special education teacher as he/she transitions adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Students will learn skills and concepts in working with students with special needs, parental involvement, and the community.

SPE 557 ......................................................................................... 3 credits

Collaboration with Families of Students with Disabilities
This course focuses on the interrelationships of varied services for students with disabilities. Emphasis is placed on meeting the academic and social-emotional needs of students with disabilities by working with parents, professionals, and community services to develop collaborative and productive professional relationships.

Certificate in Special Education (Colorado)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Certificate in Special Education (CERT/SPE) prepares current certified teachers working in a K-12 regular education environment as special education teachers. This program is designed to provide them with the additional coursework required for certification as a K-12 special education. Coursework in this program includes special education methods, special education assessment and interpretation, characteristics of exceptionalities, scientifically based reading instruction, methods of teaching mathematics, and inclusion strategies for the special educator. Throughout the program, students are required to complete a minimum of 30-40 hours of verifiable field experiences, covering a variety of special education settings.

For more information about our graduation 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-spe.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/SPE

MTE 500 ......................................................................................... 0 credits
Orientation to the Special Education Certification Program
COM 516 ......................................................................................... 1 credit
Professional Communications
SPE 513 ~ ......................................................................................... 3 credits
Orientation to the Exceptional Child
SPE 546 ~ ......................................................................................... 3 credits
Special Education Methods
SPE 512 ~ ......................................................................................... 3 credits
Special Education Assessment and Interpretation
SPE 559 ~ ......................................................................................... 3 credits
Characteristics of Learning Disabilities
SPE 574 ~ ......................................................................................... 3 credits
Characteristics of Intellectual/Developmental Disabilities
SPE 544 ~ ......................................................................................... 3 credits
Characteristics of Emotional & Behavioral Disorders
SPE 556 ~ ......................................................................................... 3 credits
Characteristics of Physical & Health Disabilities
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, RDG 500, SPE 512, SPE 546, SPE 575

Field Experience for the CERT/SPE
Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 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. Candidates must work with their campus to arrange field experience.

Additional Academic Program Re-entry Policy for the CERT/SPE
Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version.

However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Course Descriptions for the CERT/SPE
MTE 500 ...................................................................................0 credits

RDG 500 ...................................................................................3 credits

Scientifically Based Reading Instruction
MTH 506 ...................................................................................3 credits

Methods of Teaching Mathematics
SPE 575 ...................................................................................3 credits

Inclusion Strategies of the Special Educator

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/SPE
All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution. 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 2.5 on the undergraduate degree posted transcript.
- A minimum equivalent of three (3) years post-high school work or volunteer experience.
- Students enrolling in the CERT/SPE must have a valid elementary or secondary license.

Certificate Completion Requirements for the CERT/SPE
- 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). 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 certificate awarded for this program will read as: Special Education Generalist

Institutional Recommendation for the CERT/SPE
- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

Residency Requirements and Course Waivers for the CERT/SPE
Orientation to the Special Education Certification Program
This course is designed to provide an orientation to the primary components of the Special Education Certification Program. Students will be introduced to the program’s certificate completion requirements. Field Experience, E-Portfolio, and technology resources will be discussed.

COM 516 ................................................................................ 1 credit

Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

SPE 513 ................................................................................ 3 credits

Orientation to the Exceptional Child
This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.

SPE 546 ................................................................................ 3 credits

Special Education Methods
This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.

SPE 512 ................................................................................ 3 credits

Special Education Assessment and Interpretation
This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child’s abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavior recommendation are discussed.

SPE 559 ................................................................................ 3 credits

Characteristics of Learning Disabilities
This course examines the characteristics of students with learning disabilities. Causes attributed to learning disabilities, the referral process, and available program/service delivery options are examined. Various assessment and remediation techniques, as well as the utilization of appropriate classroom materials, are analyzed, and evaluative and curricular modifications for students in inclusive settings are explored.

SPE 574 ................................................................................ 3 credits

Characteristics of Intellectual/Developmental Disabilities
This course examines issues related to the instruction of students with intellectual and developmental disabilities. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families with children with intellectual and developmental disabilities.

SPE 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 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.

RDG 500 ................................................................................ 3 credits

Scientifically Based Reading Instruction
This course focuses on scientifically based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of No Child Left Behind and state reading/language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing childrens’ performance in reading and in the language arts are also emphasized.

MTH 506 ................................................................................ 3 credits

Methods of Teaching Mathematics
This course focuses on the methodology and assessment strategies that enhance learning in preschool through eighth-grade mathematics. Topics include an overview of mathematics content and process standards, developmentally effective instructional strategies, assessment, and classroom and materials management.

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.
Advanced Mobile Development Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Advanced Mobile Development certificate is designed to provide specific theories, competencies, and skills necessary for success as a Mobile Development professional. The Advanced Mobile Development certificate prepares the student to design, develop and implement mobile applications in the leading mobile platforms.

For more information about our graduation 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-amd.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Preferred Sequence for the CERT/AMD

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 207</td>
<td>3 credits</td>
</tr>
<tr>
<td>Information Systems Fundamentals</td>
<td></td>
</tr>
<tr>
<td>MBL 400 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Mobile Fundamentals</td>
<td></td>
</tr>
<tr>
<td>Android Mobile Development</td>
<td></td>
</tr>
<tr>
<td>MBL 402 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>MBL 404 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Android Mobile Implementation</td>
<td></td>
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<tr>
<td>Apple iOS Mobile Development</td>
<td></td>
</tr>
<tr>
<td>MBL 406 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>iOS Mobile Development</td>
<td></td>
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<tr>
<td>MBL 408 ~</td>
<td>3 credits</td>
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<tr>
<td>iOS Mobile Implementation</td>
<td></td>
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<tr>
<td>Windows Mobile Development</td>
<td></td>
</tr>
<tr>
<td>MBL 410 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Windows Mobile Development</td>
<td></td>
</tr>
<tr>
<td>MBL 412 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Windows Mobile Implementation</td>
<td></td>
</tr>
</tbody>
</table>

Certificate Completion Requirements for the CERT/AMD

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Advanced Mobile Development (Undergraduate)

Residency Requirements and Course Waivers for the CERT/AMD

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 12 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.
- 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 six (6) credits of the Required Course of Study. Stu-
Mobile Fundamentals
This course is an introduction to mobile application development. Participants will learn about industry standards, how to select an application platform and architecture, and current trends in mobile application development. Additionally, the course covers HTML5, CSS, and JavaScript for mobile devices. Upon completion, participants will be able to plan, design and create simple mobile applications.

MBL 400 ................................................................. 3 credits

Android Mobile Development
This course will cover the basics of coding for Android. Topics include use of the Android APIs, persistent data retrieval and storage, testing, and publishing. Upon completion of the course, participants will be able to develop, test, debug and publish working mobile applications.

MBL 404 ................................................................. 3 credits

Android Mobile Implementation
This course will continue to build on the fundamentals covered in Android Mobile Development. Topics include security, multithreading, and monetization. Upon completion of the course, participants will be able to both develop useful mobile applications and implement monetization strategies.

MBL 410 ........................................................................... 3 credits

Windows Mobile Development
This course will cover the basics of coding mobile applications for Windows Phone. Topics include use of XAML, the Windows Phone APIs (through C# or VB.NET), persistent data retrieval and storage, testing, and publishing. Upon completion of the course, participants will be able to develop, test, debug and publish working mobile applications.

MBL 412 ........................................................................... 3 credits

Windows Mobile Implementation
This course will continue to build on the fundamentals covered in Windows Mobile Development. Topics include security, multithreading, and monetization. Upon completion of the course, participants will be able to both develop useful mobile applications and implement monetization strategies.

Cisco Networking Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Cisco Networking 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. For more information about our graduation 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-ccna.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Preferred Sequence and Prerequisites
CIS 207 ............................................................................... 3 credits
Information Systems Fundamentals
CMGT 245~ ................................................................. 3 credits
IS Security Concepts
CIT 245 ................................................................. 3 credits
Local Area Networking Fundamentals
CIT 249 ................................................................. 3 credits
Wide Area Network Environment
CIT 274 ................................................................. 3 credits
Routing and Switching Implementations
CIT 276 ................................................................. 3 credits
Routing and Switching Management

The University reserves the right to modify the required course of study.
General Information for the CERT/CCNA
This certificate program may be taken on its own or may be earned en-route to earning a degree.

Additional Admission Requirements for the CERT/CCNA
All applicants are expected to meet the following admissions requirements:
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
• 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.

Certificate Completion Requirements for the CERT/CCNA
• Successful completion of a minimum of 18 credits.
• A minimum grade point average (GPA) of 2.0.
• Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
• Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
• The certificate awarded for the program will read as: Cisco Networking (Undergraduate)

Residency Requirements and Course Waivers for the CERT/CCNA
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 12 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 ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Course Descriptions for the CERT/CCNA
CIS 207 ........................................................................................................ 3 credits
Information Systems Fundamentals
This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.
CMGT 245 .................................................................................................... 3 credits
IS Security Concepts
This course introduces general concepts of information systems security. Content includes governmental views, positions and processes of national security. Coursework explores other concepts, including contingency and business resumption planning, backup schemes and implementation strategies, as well as various types of invasive actions and prevention measures.
CIT 245 ........................................................................................................ 3 credits
Local Area Networking Fundamentals
This course addresses the fundamentals of local area networking (LAN). Students will learn about Ethernet LANs, wireless LANs (WLAN), and LAN connections. This will include securing the network, transmission control protocol / internet protocol (TCP/IP), troubleshooting switches, WLAN security, and constructing a network address scheme.
CIT 249 ........................................................................................................ 3 credits
Wide Area Network Environment
This course provides students with the knowledge and skills necessary to 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 274 ........................................................................................................ 3 credits
Routing and Switching Implementations
This course provides students with 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
Desktop Support Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Desktop Support Certificate offers coursework in the technologies and methods necessary to provide technical support to information technology and computer system users. Students will learn the customer support aspects of personal computer desktop software applications, computer hardware and software according to the A+ body of knowledge, including diagnosis and solutions. For more information about our graduation 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-ds.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Preferred Sequence for the CERT/DS

CIS 207 ................................................................. 3 credits
Information Systems Fundamentals
CIS 211 ~ ............................................................ 3 credits
Office Software Support Fundamentals
CIS 290 ~ ............................................................ 3 credits
Personal Computer Hardware Support
CIS 292 ~ ............................................................ 3 credits
Personal Computer OS Support
CIS 294 ~ ............................................................ 3 credits
Personal Computer Customer Support
CIS 296 ~ ............................................................ 3 credits
Computer Systems Maintenance

The University reserves the right to modify the required course of study.

General Information for the CERT/DS

This certificate program may be taken on its own or may be earned en-route to earning a degree.

Additional Admission Requirements for the CERT/DS

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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

- 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.

Certificate Completion Requirements for the CERT/DS

- Successful completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for the program will read as: Desktop Support (Undergraduate)

Residency Requirements and Course Waivers for the CERT/DS

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 12 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 ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Course Descriptions for the CERT/DS

CIS 207 ................................................................. 3 credits
Information Systems Fundamentals

This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.

CIS 211 ................................................................. 3 credits
Office Software Support Fundamentals
This course is an introduction to the support fundamentals of desktop software including word processor, spreadsheet, presentation, database, and personal information management (email, calendar, contact management and web browsing) applications.
CIS 290 .....................................................................................3 credits

Personal Computer Hardware Support
This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair.
CIS 292 .....................................................................................3 credits

Personal Computer OS Support
This course is an introduction to the fundamentals of personal computer operating systems for computer software configuration, file management, performance monitoring, optimization, maintenance, recovery, and security.
CIS 294 .....................................................................................3 credits

Personal Computer Customer Support
This course is an introduction to the roles, responsibilities, and skills required to become a professional computer support technician and provide exceptional computer support service. This course includes the fundamentals of computer customer support. This course includes the fundamentals of computer maintenance and troubleshooting. This course will focus on typical problem scenarios, diagnostics, procedures and solutions.
CIS 296 .....................................................................................3 credits

Network Systems Maintenance
This course is an introduction to computer hardware and software maintenance and troubleshooting. This course will focus on typical problem scenarios, diagnostics, procedures and solutions.

Network Support Certificate (Undergraduate)
The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Network Support Certificate offers coursework in the specific theories, competencies, and skills necessary for success as a network administrator. This certificate is developed with a focus on the Network+ body of knowledge including local area networks, wireless networks, and wide area networks.
For more information about our graduation 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-ns.
Courses requiring prerequisites are identified by a ~ symbol following the course number.

Preferred Sequence for the CERT/NS
CIS 207 .....................................................................................3 credits
Information Systems Fundamentals
NTC 245 ~ .................................................................3 credits
Foundation of Local Area Networks
NTC 247 ~ .................................................................3 credits
Wireless Networking Concepts
CIS 290 .....................................................................................3 credits
Wide Area Networking Concepts
CMGT 245 ~ .................................................................3 credits
IS Security Concepts
POS 221 ~ .................................................................3 credits
Windows Server Configurations

General Information for the CERT/NS
This certificate program may be taken on its own or may be earned en-route to earning a degree.

Additional Admission Requirements for the CERT/NS
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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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.

Certificate Completion Requirements for the CERT/NS
- Successful completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for the program will read as: Network Support (Undergraduate)

Residency Requirements and Course Waivers for the CERT/NS
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 12 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 nationally accredited transferable coursework.
In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.

The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

**Course Descriptions for the CERT/NS**

**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.

**NTC 245** ................................................................. 3 credits
**Foundation of Local Area Networks**
This foundational course covers local area network topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.

**NTC 247** ................................................................. 3 credits
**Wireless Networking Concepts**
This course explores concepts of wireless networking systems, including wireless networking and topologies; wireless hardware protocols; wireless selection and implementation; interfaces with local-area network (LAN), metropolitan area network (MAN), and wide-area network (WAN) networks; basic wireless security; and networking integration concepts.

**NTC 249** ................................................................. 3 credits
**Wide Area Networking Concepts**
This course covers Wide Area Networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, software device protocols, hardware selection and usage, and basic WAN security considerations and planning.

**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.

**POS 221** ............................................................... 3 credits
**Windows Server Configurations**
This course is a survey of Windows Server Configurations. Topics emphasize the structure and the various applications supported by Windows Server. The course includes remote, hands-on access to Windows lab exercises.

**Web Administration Certificate (Undergraduate)**

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Web Administration certificate focuses on the tasks involved in various web technology job roles, and the skills and technologies to perform those tasks. The coursework includes information system fundamentals, image editing and formatting, information systems security, web site development, internet business concepts and network technology. This certificate addresses the objectives specified in the CIW Web Foundations, CompTIA Strata Fundamentals, and CompTIA Security + certificates.

For more information about our graduation 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-wa.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Preferred Sequence for the CERT/WA**

**CIS 207** ................................................................. 3 credits
**Information Systems Fundamentals**

**VCT 236 ~** ............................................................. 3 credits
**Introduction to Image Editing and Formatting**

**CMGT 245 ~** .......................................................... 3 credits
**IS Security Concepts**

**CIT 277 ~** .............................................................. 3 credits
**Website Development Foundations**

**CIT 278 ~** .............................................................. 3 credits
**Internet Business Concepts**

**CIT 279 ~** .............................................................. 3 credits
**Network Technology Foundations**

The University reserves the right to modify the required course of study.

**General Information for the CERT/WA**

This certificate program may be taken on its own or may be earned en-route to earning a degree.

**Additional Admission Requirements for the CERT/WA**

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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
• 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.

Certificate Completion Requirements for the CERT/WA
• Successful completion of a minimum of 18 credits.
• A minimum grade point average (GPA) of 2.0.
• Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
• Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
• The certificate awarded for the program will read as: Web Administration (Undergraduate)

Residency Requirements and Course Waivers for the CERT/WA
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 12 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 ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Course Descriptions for the CERT/WA
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.
VCT 236 .................................................................3 credits
Introduction to Image Editing and Formatting
This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on image editing software applications, file formats, composition, color, text design, retouching, and manipulation of graphic and photographic images.

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 277 .................................................................3 credits
Website Development Foundations
This course introduces essential Website development skills. Students will write code manually, as well as use graphical user interface (GUI) authoring tools. Topics include XHTML code validation, web forms, tables and frames, internet marketing and search engine optimization, and content formatting with style sheets. This course addresses the objectives specified in the CIW Site Development Associate Certificate.

CIT 278 .................................................................3 credits
Internet Business Concepts
This course introduces the Information Technology (IT) foundational skills and technologies used in business and the tasks involved in various IT job roles. Topics include Internet connection methods and protocols, the Domain Name System (DNS), cloud computing, social networking, and business skills. This course addresses the objectives specified in the CIW Internet Business Associate Certificate.

CIT 279 .................................................................3 credits
Network Technology Foundations
This course introduces the basics of network administration. Topics include the fundamentals of network architecture, the secure transmission of data, the OSI reference model, implementing a Content Management System (CMS), and mobile computing devices. This course addresses the objectives specified in the CIW Network Technology Associate Certificate.

A+ Fundamentals Certificate
The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This program is designed to help students become competent in the areas of computer hardware installation, configuration, maintenance, networking, file management, security, and troubleshooting.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-aplus.
Required Course of Study for the CERT/APLUS

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Note: Although the completion of courses for this certificate program does not result in A+ certification, there are course materials available including simulations, hands-on exercises, and video lectures which the student can use for certification preparation if they choose to take the certification exam.

Computer Hardware Support, 3 total credits
CIS 290 ................................................................. 3 credits
Personal Computer Hardware Support

Computer Operating System (OS) Support, 3 total credits
CIS 292 ~ .............................................................. 3 credits
Personal Computer OS Support
CIS 296 ~ .............................................................. 3 credits
Computer Systems Maintenance
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/APLUS
All applicants are expected to meet the following admissions requirements:

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

• No work experience is required.

Certificate Completion Requirements for the CERT/APLUS
Credit Bearing Certificate completion requirements are the following:

• Completion of the 6 credits in the Required Course of Study.

• All students must meet residency requirements as set by the Dean for each Certificate program. Students who have completed the courses required for this certificate program as part of a University of Phoenix degree program are not eligible to enroll in and earn this certificate.

• A minimum program grade point average (GPA) of 2.0.

• The certificate awarded for this program will read as:
  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 290, CIS 292

Course Descriptions for the CERT/APLUS
CIS 290 ................................................................. 3 credits

Personal Computer Hardware Support
This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair.
CIS 292 ........................................................................................................... 3 credits

Personal Computer OS Support
This course is an introduction to the fundamentals of personal computer operating systems for computer software configuration, file management, performance monitoring, optimization, maintenance, recovery, and security.
CIS 290 ........................................................................................................... 3 credits

Computer Systems Maintenance
This course is an introduction to computer hardware and software maintenance and troubleshooting. This course will focus on typical problem scenarios, diagnostics, procedures and solutions.

Health Care Information Technology Certificate (Undergraduate)
The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Health Care IT certificate offers coursework focused on technical knowledge and IT skills applied to health care business operations. This certificate covers the body of knowledge for the CompTIA HIT technician exam by focusing on technical skills and interactive, hands-on experience in Information Systems (IS) fundamentals, personal computer hardware and operating systems support, and Health Care Information Technology (HIT).

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/HIT
CIS 208 ........................................................................................................... 3 credits
Information Systems Fundamentals in Health Care
CIS 290 ........................................................................................................... 3 credits
Personal Computer Hardware Support
CIS 296 ~ ................................................................................................. 3 credits
Computer Systems Maintenance
HCS 208 ..................................................................................................... 3 credits
Introduction to Health Care Industry Terms
HCS 235 ~ ................................................................................................. 3 credits
Health Care Delivery in the U.S.
CIS 296 ~ ................................................................................................. 3 credits
Healthcare IT
The University reserves the right to modify the required course of study.

General Information for the CERT/HIT
This certificate program may be taken on its own or may be earned en-route to earning an associates degree.
Students who completed a certificate in its entirety and who later choose to enroll in an associates program with a concentration in the same area of focus as the completed certificate will not earn a second certificate en-route to completing the associates program.

Additional Admission Requirements for the CERT/HIT

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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HSET examination with a passing score.
- 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.

Certificate Completion Requirements for the CERT/HIT

- Successful completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- Students earning the certificate en-route will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Health Care Information Technology
- Students who have earned an Associate (A or B Track) or undergraduate degree in Information Technology may not receive a certificate in the same area of focus. Example: a student may not earn an AAIT/HIT Track A or B first and come back to earn an HIT certificate; however, students who have completed a certificate may return to receive an associates or bachelors in Information Technology with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the CERT/HIT

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 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 ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course(s) in the Required Course of Study may not be waived: CIS 298

Course Descriptions for the CERT/HIT

CIS 208 .....................................................................................3 credits
Information Systems Fundamentals in Health Care
This course introduces the fundamentals of computer systems and the role of information processing in today's health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.
CIS 290 .....................................................................................3 credits

Personal Computer Hardware Support
This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair.
CIS 296 .....................................................................................3 credits

Computer Systems Maintenance
This course is an introduction to computer hardware and software maintenance and troubleshooting. This course will focus on typical problem scenarios, diagnostics, procedures and solutions.
HCS 208 .....................................................................................3 credits

Introduction to Health Care Industry Terms
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.
HCS 235 .....................................................................................3 credits

Health Care Delivery in the U.S.
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.
CIS 298 .....................................................................................3 credits

Healthcare IT
This course is an introduction to the technical knowledge and IT skills applied to health care business operations. This course will focus on the application of regulatory requirements, medical business and IT operations, and IT security. In addition, students will also explore medical business and technology applications in health care.
### Network+ Technologies Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This program is designed to help students become competent in the areas of managing, maintaining, troubleshooting, installing, and configuring basic network infrastructure. The program covers local area networks (LAN), wireless networking systems (W-LAN), and wide area networks (WAN).

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/netplus.

#### Required Course of Study for the NETPLUS

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Note: Although the completion of courses for this certificate program does not result in Network+ certification, there are course materials available including simulations, hands-on exercises, and video lectures which the student can use for certification preparation if they choose to take the certification exam.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NTC 245</td>
<td>Foundation of Local Area Networks</td>
<td>3 credits</td>
</tr>
<tr>
<td>NTC 247</td>
<td>Wireless Networking Concepts</td>
<td>3 credits</td>
</tr>
<tr>
<td>NTC 249</td>
<td>Wide Area Networking Concepts</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of study.

#### Additional Admission Requirements for the 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, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- No work experience is required.

#### Certificate Completion Requirements for the NETPLUS

- Completion of a minimum of 9 credits of the required course of study to meet University residency requirements.
- All students must meet residency requirements as set by the Dean for each Certificate program. Students who have completed the courses required for this certificate program as part of a University of Phoenix degree program are not eligible to enroll in and earn this certificate.
- A minimum grade point average (GPA) of 2.0.
- The certificate awarded for this program will read as: Network+ Technologies

#### Residency Requirements and Course Waivers for the NETPLUS

Students may not waive any credits in this certificate program. The following courses in the required course of study may not be waived: NTC 245, NTC 247 and NTC 249.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NTC 245</td>
<td>Foundation of Local Area Networks</td>
<td>3 credits</td>
</tr>
<tr>
<td>NTC 247</td>
<td>Wireless Networking Concepts</td>
<td>3 credits</td>
</tr>
<tr>
<td>NTC 249</td>
<td>Wide Area Networking Concepts</td>
<td>3 credits</td>
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</table>

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.

The following Cisco Networking Fundamentals (CCNA) certificate may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Cisco Networking Fundamentals (CCNA) certificate offers coursework designed to help students acquire the knowledge to install, configure and operate Local Area Network (LAN), Wide Area Network (WAN) as well as routing and switching implementations and management. This certificate covers the body of knowledge for the Cisco Certified Network Associate (CCNA®) exam in preparing the student to install and configure Cisco® switches and routers in multiprotocol internetworks using LAN and WAN interfaces.

Courses requiring prerequisites are identified by a ~ symbol following the course number.
Preferred Sequence for the CCNA
CIT 245 .................................................................3 credits
Local Area Networking Fundamentals
CIT 249 ~ .............................................................3 credits
Wide Area Network Environment
CIT 274 ~ .............................................................3 credits
Routing and Switching Implementations
CIT 276 ~ .............................................................3 credits
Routing and Switching Management

The University reserves the right to modify the required course of study.

**Note: Students enrolled in this certificate program are ineligible to receive Federal Student Financial Aid.**

Additional Admission Requirements for the CCNA
All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- 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: 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.

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>
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<tbody>
<tr>
<td><strong>Online</strong></td>
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<tr>
<td>Single Course Application Fee (non degree seeking)</td>
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<td><strong>Credit Recognition Program/Tuition Per Credit</strong></td>
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<td><strong>Tuition Per Credit</strong></td>
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<td>Associates (9 weeks)</td>
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<td>Standard (Level 100 and 200)</td>
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<tr>
<td>Education (Level 300 and 400)</td>
<td>$420.00</td>
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<td><strong>Continuing Education Tuition</strong></td>
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<tr>
<td>Education Single Courses</td>
<td>$175.00</td>
<td>Prior to the first class session of each course.</td>
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<tr>
<td>Liberal Arts Single Courses</td>
<td>$280.00</td>
<td>Prior to the first class session of each course.</td>
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<tr>
<td><strong>Directed Study Administrative Charge</strong></td>
<td>$75.00</td>
<td>When Directed Study course is scheduled.</td>
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<tr>
<td>(non-refundable)</td>
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<tr>
<td><strong>Book and Materials Charges</strong></td>
<td>Varies by course</td>
<td>When books and materials are purchased.</td>
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<tr>
<td><strong>Electronic Course Materials Charge (if applicable)</strong></td>
<td>$90.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
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<tr>
<td>Associates (9 weeks)</td>
<td>$95.00</td>
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<tr>
<td>Undergraduate</td>
<td>$25.00</td>
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<td><strong>CLEP Examination</strong></td>
<td>Contact Your Campus Representative</td>
<td>Upon notification.</td>
</tr>
<tr>
<td><strong>Prior Learning Assessment Fees</strong></td>
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<tr>
<td>Portfolio Submission Fee</td>
<td>$150.00</td>
<td>If additional or missing material is needed to render an assessment decision, the student will be given 20 days to submit the documentation. All fees are due and payable within 30 days of portfolio completion and invoicing. Fees are non-refundable and subject to change.</td>
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<tr>
<td><strong>Per Assessed Credit Fee</strong></td>
<td>$75.00</td>
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<tr>
<td><strong>Check Return Fee</strong></td>
<td>Contact Your Campus Representative</td>
<td>Upon notification.</td>
</tr>
<tr>
<td><strong>Late Payment Fee</strong></td>
<td>$25.00</td>
<td>Upon notification.</td>
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<tr>
<td><strong>Diploma &amp; Transcript - Rush/Duplicate Fees</strong></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>
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<td>Transcript Rush</td>
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*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.*
## GRADUATE (Online)

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<tr>
<th>Type of Fee</th>
<th>Amount*</th>
<th>When Due</th>
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<td>Application Fee (applicable to doctoral, certificate and single course applications only)</td>
<td>$ 45.00</td>
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<td>Tuition Per Credit</td>
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<td>Standard</td>
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<td>Nursing</td>
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<td>Continuing Education Tuition</td>
<td>$ 175.00</td>
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<tr>
<td>Education Single Courses</td>
<td>$ 280.00</td>
<td>Prior to the first class session of each course.</td>
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<td>Directed Study Administrative Charge (non-refundable)</td>
<td>$ 75.00</td>
<td>When Directed Study course is scheduled.</td>
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<tr>
<td>Book and Materials Charges</td>
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<td>When books and materials are purchased.</td>
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<tr>
<td>Electronic Course Materials Charge (if applicable)- Graduate</td>
<td>$ 115.00</td>
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<td>Electronic Course Materials Charge (if applicable)- Doctoral</td>
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<td>Late Payment Fee</td>
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*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
# Facilities

## Mountain Region

### Arizona Campuses

**Phoenix Area Campuses**
600 776-4867

**Chandler Learning Center**
3075 West Ray Rd
Suite #117
Chandler, AZ 85226-2495
480 557-2800
480 557-2805 FAX

**Mesa Campus**
1620 South Stapley Drive, Suite #101
Mesa, AZ 85204-6634
480 557-2550
480 557-2595 FAX

**Pima Campus**
300 S Craycroft Road
Tucson, AZ 85711-4574
520 881-6512
520 795-6177 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

### Nevada Campuses

**Las Vegas Main Campus**
3755 Breakthrough Way
Las Vegas, NV 89135
702 638-7279
702 638-8225 FAX

**Henderson Learning Center**
7777 Eastgate Road
Henderson, NV 89011-4039
702 638-7279
702 557-9705 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

### 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

### Colorado Campuses

**Colorado Main Campus and Regional Office**
10004 Park Meadows Drive
Lone Tree, CO 80124-543
800 441-2981
303 755-9090
303 662-0911 FAX

**Fort Collins Learning Center**
2720 Council Tree Ave.
Suite #200
Fort Collins, CO 80525-6306
970 226-1781

**Turnpike Campus**
8700 Turnpike Drive
Westminster, CO 80031-7030
303 487-7155
303 487-7161 FAX

**Colorado Springs Downtown Learning Center**
2 North Cascade Avenue
Suite #100
Colorado Springs, CO 80903-1620
719 527-9000
719 527-4892 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

### Plains Region

#### Colorado Campuses

**Cherry Creek Learning Center**
8500 E Tropico Ave.
Suite 100
Lone Tree, CO 80025-4036
702 638-7279
702 655-8241 FAX

**Pueblo Campus**
775 4th Street
Pueblo, CO 81003-1440
719 527-9000
719 527-4892 FAX

### Iowa Campus

**Des Moines Campus**
317 6th Avenue
Des Moines, IA 50309
515 267-8218
515 267-8567 FAX

**Cedar Rapids Student Resource Center**
3726 Queen Court SW
Suite #203
Cedar Rapids, IA 52404
319 784-1100
319 396-3513 FAX

### Nebraska Campus

**Omaha Campus**
13321 California Street
Suite 200
Omaha, NE 68154-5240
402 334-4936
402 334-0906 FAX

### Southwest Region

#### New Mexico Campuses

**New Mexico Campus**
500 Paseo del Norte
Albuquerque, NM 87113
505 821-4800
505 797-4871 FAX

**Santa Teresa Campus**
1270 Country Club Road
Santa Teresa, NM 88008-9725
800 757-7133
505 589-0116
505 589-1711 FAX

### Texas Campuses

**Austin Campus**
10801-2 North Mopac
Suite 300
Austin, TX 78759-5459
512 344-1400
512 340-0933 FAX

**East El Paso Main Campus**
1340 Adabe Drive
El Paso TX 79936-6954
Phone: (915) 599-5900
Fax: (909) 599-2354

**Killeen Learning Center**
902 West Central Texas Expwy
Suite #300
Killeen, TX 76514-2566
254 501-6900
254 501-3405 FAX

**Dallas Campus**
12400 Coit Road
Suite #200
Dallas, TX 75251-2009
972 385-1055
972 385-1700 FAX

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<table>
<thead>
<tr>
<th>Campus</th>
<th>Address</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td><strong>Kentucky Campuses</strong></td>
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</tr>
<tr>
<td><strong>Louisville Campus</strong></td>
<td>10400 Linn Station Road Suite #120</td>
<td>Louisville, KY 40223-3839 502 423-0149 502 423-7719 FAX</td>
</tr>
<tr>
<td><strong>Southeast Region</strong></td>
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<tr>
<td><strong>Alabama Campus</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Birmingham Campus</strong></td>
<td>100 Corporate Parkway Suite 250 and 150</td>
<td>Birmingham, AL 35242-2928 205 747-1001 205-421-1201 FAX</td>
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<tr>
<td><strong>Arkansas Campuses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Little Rock Campus</strong></td>
<td>10800 Financial Centre Parkway</td>
<td>Little Rock, AR 72211-3500 501 225-9337 501 223-1431 FAX</td>
</tr>
<tr>
<td><strong>Northwest Arkansas Learning Center</strong></td>
<td>903 N 47th Street Harrington Centre 2</td>
<td>Rogers, AR 72756-9615 479 986-0385 479 464-4960 FAX</td>
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<tr>
<td><strong>Georgia Campuses</strong></td>
<td></td>
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<tr>
<td><strong>Atlanta Campus</strong></td>
<td>8200 Roberts Drive Suite #300</td>
<td>Sandy Springs, GA 30350-4153 678 731-0555 678 731-9666 FAX</td>
</tr>
<tr>
<td><strong>DeKalb Learning Center</strong></td>
<td>2600 Century Parkway, NE</td>
<td>Atlanta, GA 30345-3125 404 443-6900 404 443-6901 FAX</td>
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<tr>
<td><strong>McDonough Learning Center</strong></td>
<td>2030 Avalon Parkway</td>
<td>Suite # 250 Atlanta, GA 30345-3125 404 443-6900 404 443-6901 FAX</td>
</tr>
<tr>
<td><strong>Cypress Creek Learning Center</strong></td>
<td>550 West Cypress Creek Road, Suite 150</td>
<td>Ft. Lauderdale, FL 33309-6169 954 382-5303 954 382-5304 FAX</td>
</tr>
<tr>
<td><strong>North Florida Campus</strong></td>
<td>4500 Salisbury Road</td>
<td>Suite # 200 Jacksonville, FL 32216-0959 904 636-6045 904 636-0998 FAX</td>
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<tr>
<td><strong>Oakleaf II Learning Center</strong></td>
<td>9775 Crosshill Blvd</td>
<td>Suite # A-1, A-2 Jacksonville, FL 32222-5823 904 779-4500 904 779-4501 FAX</td>
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<td><strong>North Carolina Campuses</strong></td>
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<tr>
<td><strong>Charlotte Campus</strong></td>
<td>3800 Arco Corporate Drive</td>
<td>Suite #100 Charlotte, NC 28273-3409 704 504-5409 704 504-5360 FAX</td>
</tr>
<tr>
<td><strong>Asheville Learning Center</strong></td>
<td>30 Town Square Boulevard</td>
<td>Suite #220 Asheville, NC 28803 828 654-1000 828 654-1001 FAX</td>
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<tr>
<td><strong>Charlotte North Learning Center</strong></td>
<td>10925 David Taylor Drive</td>
<td>Charlotte, NC 28262-1041 704 504-5409</td>
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<td>Facilities</td>
<td>Location</td>
<td>Phone</td>
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<tr>
<td>Fairfield Branch</td>
<td>5253 Business Center Drive, Fairfield, CA 94534-1630</td>
<td>707 207-0750</td>
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<tr>
<td>Lathrop Branch</td>
<td>17000 South Harlan Road, Lathrop, CA 95330-8738</td>
<td>209 858-0298</td>
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<tr>
<td>Modesto Branch</td>
<td>5330 Furrone Road, Salida, CA 95368</td>
<td>209 543-0153</td>
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<tr>
<td>San Diego Region</td>
<td>9645 Granite Ridge Drive</td>
<td>858 576-1287</td>
</tr>
<tr>
<td>Chula Vista Branch</td>
<td>2060 Otay Lakes Road, Chula Vista, CA 91915-1362</td>
<td>619 591-7028</td>
</tr>
<tr>
<td>El Centro Branch</td>
<td>502 West Aten, Imperial, CA 92251-9423</td>
<td>760 370-9039 FAX</td>
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<tr>
<td>Palm Desert Branch</td>
<td>34100 Gateway Drive, Palm Desert, CA 92211</td>
<td>800 473-4346</td>
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<tr>
<td>San Marcos Branch</td>
<td>30 Rancheros Drive, San Marcos, CA 92069</td>
<td>760 510-8253</td>
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<tr>
<td>Southern California Region</td>
<td>3090 Bristol Street, Costa Mesa, CA 92626-3099</td>
<td>760 370-0399 FAX</td>
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<tr>
<td>Diamond Bar Branch</td>
<td>1370 South Valley Vista Drive, Diamond Bar, CA 91765-3921</td>
<td>800 888-1968</td>
</tr>
<tr>
<td>Gardena Branch</td>
<td>1515 West 190 Street, Suite #450, Gardena, CA 90248-4319</td>
<td>800 888-1968</td>
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<tr>
<td>La Palma Branch</td>
<td>6 Centerpointe Drive, La Palma, CA 90623-2503</td>
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<tr>
<td>Lancaster Branch</td>
<td>1220 West Avenue J, Lancaster, CA 93534-2902</td>
<td>800 888-1968</td>
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<tr>
<td>Murrieta Branch</td>
<td>25240 Hancock Ave, Murrieta, CA 92562-5990</td>
<td>800 888-1968</td>
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<tr>
<td>Ontario Branch</td>
<td>3110 East Guasti Road, Ontario, CA 91764-7631</td>
<td>800 888-1968</td>
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<tr>
<td>Pasadena Branch</td>
<td>299 North Euclid Ave, Suite #100, Pasadena, CA 91101-1531</td>
<td>800 888-1968</td>
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<tr>
<td>San Bernardino Branch</td>
<td>451 East Vanderbilt Way, Suite #200, San Bernardino, CA 92408-3610</td>
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<td>San Diego Region</td>
<td>9645 Granite Ridge Drive</td>
<td>858 576-1287</td>
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<td>Woodland Hills Branch</td>
<td>9595 De Soto Avenue, Woodland Hills, CA 91367-5107</td>
<td>800 888-1968</td>
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<td>Miliani Learning Center</td>
<td>95-1249 E Meheula Parkway</td>
<td>808 625-7004</td>
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<td>Washington Campuses</td>
<td>Suite #106, Millilani, HI 96789-1778</td>
<td>808 625-7749 FAX</td>
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<td>Lynnwood Learning Center</td>
<td>20700 44th Ave West, Lynnwood, WA 98036</td>
<td>425 744-3900</td>
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<td>Tacoma Learning Center</td>
<td>1126 Pacific Ave, Tacoma, WA 98402</td>
<td>253 620-3400</td>
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<td>Oregon Campuses</td>
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<td>503 495-2900</td>
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<td>Cascades Station Learning Center</td>
<td>9600 NE Cascades Parkway, Suite #200, Portland, Oregon 97220-6831</td>
<td>503 280-7300</td>
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<td>Salem Learning Center</td>
<td>670 Hawthorne Avenue SE, Suite #110, Salem, OR 97301-6884</td>
<td>503 364-5695</td>
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<td>602 557-2000</td>
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<tr>
<td>Asia Pacific Military Campus</td>
<td>Kadena AFB</td>
<td>011-81-611-732-8508</td>
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  University of Phoenix
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  Capella University
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  Campus Director

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  Louisiana State University
  Director of Academic Affairs
- Michelle Smith, BA
  Louisiana State University
  Campus Director

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  Texas A&M University - College Station
  Director of Academic Affairs
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  University of Oklahoma
  Campus Director

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  University of Phoenix
  Director of Academic Affairs
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  University of Phoenix
  Campus Director

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  PhD, MA Louisiana State University
  Director of Academic Affairs
- Christopher Gray
  MS, University of Phoenix
  Director of Academic Affairs

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  Campus Director
- Michelle Smith
  Campus Director

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  Webster University Associate Director of Academic Affairs
- Luke Campbell, MBA
  University of Phoenix
  Campus Director
- Christie White, MBA
  Webster University
  Director of Academic Affairs

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  University of Phoenix
  Director of Academic Affairs
- Mikal Powers
  Campus Director

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  University of Phoenix
  Director of Academic Affairs
- Wally Hedgecock, MEd
  Troy University
  Campus Director

**Shreveport-Bossier Campus**
- Nathaniel Manning, MBA
  Louisiana Tech University
  Director of Academic Affairs
- Lisa Marble
  Campus Director
East District
Charlotte Campus
Joe Mcgirt, JD
The University of North Carolina At Chapel Hill
Director of Academic Affairs
Shannon Eckard, BA
University of North Carolina at Chapel Hill
Campus Director
Cincinnati Campus
Peter Caccavari, PhD
Rutgers, The State University of New Jersey
Director of Academic Affairs
Stephen Flatt
Campus Director
Cleveland Campus
Angela Sanson, PhD
Union Institute and University
Director of Academic Affairs
Gina Cuffari
Campus Director
Columbus, OH Campus
Tracy Barton-Rouse, PhD
Director of Academic Affairs
Heather Loughley
Campus Director
Detroit Campus
Bonnie Ellis, PhD
Ohio State University
Director of Academic Affairs
Jan Cardwell
Campus Director
Knoxville Campus
Gary Harris, DM
University of Phoenix
Director of Academic Affairs
Mark Amrein
Campus Director
Memphis Campus
Greg Finkbonner, EdD
Director of Academic Affairs
Myra Rock
Associate Campus Director
Nashville Campus
Steve Wyre, EdD
University of Phoenix
Associate Director of Academic Affairs
Ryan Hampton, MBA
University of Phoenix
Campus Director
Kevin Browning, EdD
University of Phoenix
Director of Academic Affairs
Raleigh Campus
Donna Hawkins
Director of Academic Affairs
Candice Morgan
Campus Director
Columbia, SC Campus
James Mcginley, MSS
Director of Academic Affairs
Stephanie Jackson
Campus Director
West Michigan Campus
Marybeth Rardin, MAT
Indiana University - Bloomington
Director of Academic Affairs
Bryan Gleason
Campus Director
Southeast District
Atlanta Campus
Andrew Stone, Mdiv
Emory University
Director of Academic Affairs
Michael Hearon, BS
University of Miami
Campus Director
Augusta Campus
Jeffrey Davis, MEd
Wichita State University
Director of Academic Affairs
Jeffrey Hendrickson
Campus Director
Birmingham Campus
Danetra Quarterman, DM
University of Phoenix
Director of Academic Affairs
Chris Breeding
Associate Campus Director
Central Florida Campus
Hoda Asal, PhD
Walden University
Director of Academic Affairs
Tony Abruscato
Campus Director
Columbus, GA Campus
Tammy Johnson, EdD
Director of Academic Affairs
Luz Negron
Campus Director
North Florida Campus
Jeff Dunlap, PhD
Purdue University Director of Academic Affairs
Dan Macferran, BFA
Valdosta State University
Campus Director
Puerto Rico Campus
Norma Serrano, PhD
State University of New York At Buffalo
Director of Academic Affairs
Jorge Rivera, MBA
University of Phoenix
Campus Director
Savannah Campus
Kevin Barker, MAEd
Director of Academic Affairs
Melissa Jackson
Campus Director
South Florida Campus
Gail Ali, PhD
Walden University
Director of Academic Affairs
Leslie Kristof, MBA
University of Phoenix
Campus Director
Northeast District
Boston Campus
Allison Moroz, JD
Southern New England School of Law
Director of Academic Affairs
Jodi Ashbrook, EdD
University of Phoenix
Campus Director
Delaware Campus
Mary Sortino, Psy.D.
Widener University
Director of Academic Affairs
Stephen Flatt
Campus Director
Fairfield County Campus
Miriam Frolow, PhD
Seton Hall University
Director of Academic Affairs
Harrisburg Campus
Lisa Koole, PhD
Ohio State University
Director of Academic Affairs
Jersey City Campus
Miriam Frolow, PhD
Seton Hall University
Director of Academic Affairs
Northern Virginia Campus
Paul Wallace, PhD
University of Pittsburgh
Director of Academic Affairs
Erik Greenburg, MBA
University of Phoenix
Campus Director
Philadelphia Campus
Erin Rodgers, EdD
University of Pittsburgh
Director of Academic Affairs
Pittsburgh Campus
Ernest Fullerton, PhD
University of Pittsburgh
Campus Director
Richmond Campus
Catherine Burr, DM
University of Phoenix
Director of Academic Affairs
Beth Sigler MM/HRM
University of Phoenix
Campus Director
Washington DC Campus
Erik Greenburg
Campus Director
West Market
Northwest District
Bay Area Campus
Jason Jones, EdD
Saint Mary's College of California
Director of Academic Affairs
Stacey McAfee, MBA
DePaul University
Campus Director

Centennial College

Central Valley Campus
Tammy Maynard, MA
University of Phoenix
Director of Academic Affairs
Ann Tye, BA
Fresno State University
Campus Director

Sacramento Valley Campus
Scott Lewis
Campus Director

Oregon Campus
Shane Corsetti, MBA, HRM
University of Phoenix
Director of Academic Affairs
Flint Holland MBA/TA
University of Phoenix
Campus Director

Western Washington Campus
Edgar J. Schroeder, MBA
University of Detroit Mercy
Director of Academic Affairs
Bruce Williams, MBA
University of Phoenix
Campus Director

West District

Colorado Campus
Shelley Howell, EdD
Oklahoma State University
Director of Academic Affairs
Brent Seifried, MS
University of Northern Colorado
Campus Director

Idaho Campus
Christine Rood, MSE
Boise State University
Director of Academic Affairs
Barry Brooks, PhD
Capella University
Campus Director

Las Vegas Campus
Michelle Palomo, EdD
University of Phoenix
Director of Academic Affairs
Paul Green, MBA
University of Phoenix
Campus Director

Northern Nevada Campus
Bob Larkin
Campus Director

Oklahoma City Campus
Terra Frost, MA
Oklahoma City University
Director of Academic Affairs
Troy Thomas, MBA
University of Phoenix
Campus Director

Southern California Campus
Mike Geraghty, PhD
Capella University
Director of Academic Affairs
Jim Ghormley, DM
University of Phoenix
Associate Director of Academic Affairs
Kendra Angier, MBA
University of San Francisco
Campus Director

Utah Campus
Melanie Behunin, MBA
University of Phoenix
Director of Academic Affairs
Darris Howe, MPA
Brigham Young University
Campus Director

Southern Arizona Campus
Mark Vitale, PhD
Capella University
Director of Academic Affairs
Gregg Johnson, EdD
Brigham Young University
Campus Director

North District

Chicago Campus
Michael Bevis, MBA, MS
National University
Director of Academic Affairs
Michael Kaley, MBA
University of Phoenix
Campus Director

Des Moines Campus
John Opincar, DM
Michigan State
Director of Academic Affairs
Christine Williams, MBA
University of Houston
Victoria
Campus Director

Indianapolis Campus
Steve Balke, MBA
University of Phoenix
Director of Academic Affairs
Aliana Houlihan
Campus Director

Kansas City Campus
Bob Armbrust, MBA
University of Louisville
Director of Academic Affairs
Jeannine Lake, MM
University of Phoenix
Campus Director

Milwaukee Campus
Glenn Mathews, MBA
Cardinal Stritch University
Director of Academic Affairs
Richard Evans
Campus Director

Madison Campus
Glenn Mathews, MBA
Cardinal Stritch University
Director of Academic Affairs
Lori Santiago
Campus Director

Minneapolis/St. Paul Campus
Don Johnson, DM
University of Phoenix
Associate Campus Director

Omaha Campus
Thomas Harrison, MA
Oklahoma State University
Director of Academic Affairs
Lori Santiago
Campus Director

Springfield Campus
Sam Fitzgerald, DM
Webster University
Director of Academic Affairs
Adam Wright, MBA
University of Phoenix
Campus Director

Wichita Campus
Joe Compton, MA
Saint Mary’s University
Director of Academic Affairs
Lori Santiago
Campus Director
ACADEMIC CABINET

Academic Cabinet Members
The Academic Cabinet shall be comprised of the following voting members:

- A Public Member of the University Board of Directors (Chairperson)
- The Provost (Vice-Chairperson)
- The Vice President for Academic Affairs Operations
- The Vice President of Instructional Materials and Technology
- The Associate Vice Presidents of Academic Affairs
- A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the Undergraduate Bachelor programs.
- A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the Graduate Master’s programs.
- A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the Graduate Doctorate programs.
- Two Lead faculty members from the Associates programs.

Academic Council Members
The Academic Council shall be comprised of the following members:

- Provost is Chairperson and the Vice Provost is Vice-Chairperson. The Chairperson and Vice-Chairperson are non-voting members.

The following members are voting members:

- Vice President of Office of Admissions and Records
- Associate Provosts
- Deans of the Colleges
- Representative from Registrar’s Office, Office of Admissions and Records
- Representative from Admissions, Office of Admissions and Records
- Representative from Academic Affairs Operations
- Representative from Academic Administration
- Representative from Office of Dispute Management
- Representative from Financial Aid
- Representative from Student Services
- Representative from Financial Services

Where a representative is indicated, the representative shall 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/ Enrollment/Apollo Learning and Professional Development
- Office of Admissions & Records
- Directors & Management
- Campus Vice Presidents/ Directors
- Program and Policy Implementation teams
- Veterans Affairs
- Apollo Affairs
- Compliance
- University Strategy
- Strategic Integration and Organizational Effectiveness
- Office of Dispute Management
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COLLEGE OF HUMANITIES AND SCIENCES

Dean
Robert Ridel, PhD

Associate Deans
Kacie McCollum, EdD
David Dean, PhD
Natasha Bryant, PhD
Shawn McCowan, PhD

Campus College Chairs

Austin Campus
Glen Sefcik, MA
Angelo State University

Birmingham Campus
Teresa Riddle, PhD

Boston Campus
Ronald Pacy, PhD
State University of New York at Buffalo

Central Florida Campus
Janna Cleague, MS
State University of New York

Charlotte Campus
Melissa Nethery, PhD
The Southern Baptist Theological Seminary

Cincinnati Campus
Steve Headley, MA
Texas Tech University

Dallas Campus
James Chapman, MAS/MS
Johns Hopkins University

Detroit Campus
Kevin Walsh, MA
Oakland University

El Paso Campus
Eugene Finke, EdD
New Mexico State University

Little Rock Campus
Katy Jones, MA/COM
University of Arkansas

Maryland Campus
Veronica Boutte, PhD
University of South Africa

Memphis Campus
Jennifer Meunier, MA
Idaho State

Nashville Campus
Richard Reinsch, MEd
Vanderbilt University

Northern Virginia Campus
Andrea Disse, DM
University of Phoenix

Philadelphia Campus
Marianne Murawski, PhD
University of Maryland College Park

Richmond Campus
Valary Rawlings, MEd
Virginia State University

South Florida Campus
Jerry Kaber, MS/ED
Nazareth College of Rochester

West Michigan Campus
Brenda Holland, MA
University of Kansas

Central Valley Campus
Rita Stanziale, MAEd
California State University - Fresno

Colorado Campus
Carla Kuhlman, PhD
Fielding Graduate University

Hawaii Campus
George Carroll, MAE/AET
University of Phoenix

Idaho Campus
Courtney Colby Bond, MAE
University of Phoenix

Las Vegas Campus
Mohammed Miah, EdD
Nova Southeastern University

Utah Campus
Jeff Haines, MS
Kansas State University

Western Washington Campus
Vanessa Earl, MBA/GM
University of Phoenix

New Mexico Campus
Kelli Livermore, MPA
University of New Mexico

Oklahoma City Campus
Sidney Leite, MBA
Oklahoma Christian University

Oregon Campus
Christopher Wilson, MS
Phoenix Campus
Nicole Konrad, MCSW
Virginia Commonwealth University

Sacramento Valley Campus
Jeffrey Graves, MAEd
Holy Names University

San Diego Campus
Karim Gottfredson, MS
National University

Southern Arizona Campus
Robin Schultz, MAEd
University of Phoenix

Southern California Campus
Jackie Shahzadi, PhD
University of Southern California

St. Louis Campus
Linda Simpson, MBA
Lindenwood University

Program Managers

Online Campus
Paul Nersesian, MA
Arizona State University
Joseph Walter, MBA
University of Phoenix

Central Valley Campus
Jeff DeLong, MBA
University of Phoenix

Sacramento Valley Campus
William Chun, MA
California State University, Sonoma

San Diego Campus
Maurice Nelson, MAEd

Southern Arizona Campus
Cynthia Carter, MSN
University of Phoenix

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
- Mathematics
- Sciences

Faculty

For a list of local faculty in the College of Humanities and Sciences, contact your campus Director of Academic Affairs.
COLLEGE OF NATURAL SCIENCES

Campus College Chairs

Atlanta Campus
Linlin Lu, MS/ECE
Georgia Institute of Technology
Little Rock Campus
Demetria Kimbrough, MPH
University of Arkansas For Medical Sciences
Memphis Campus
Maria Wood, JD

Jersey City Campus
Robert Gabriel, PhD
University of Illinois

Nashville Campus
Jonathan Yancey, MAEd
Austin Peay State University

San Diego Campus
Tobey Tam, PhD
University of California San Diego

Southern California Campus
Rada Chandmugathas, PhD
The Pennsylvania State University

Program Managers

Central Valley Campus
Ana Moore, JD
San Joaquin School of Law

Phoenix Campus
Reggie Grigsby, MAOM
University of Phoenix

Faculty

For a list of local faculty in the College of Natural Sciences, contact your campus Director of Academic Affairs.

COLLEGE OF CRIMINAL JUSTICE AND SECURITY

Dean

James Ness, PhD

Associate Dean

Franzi Walsh, DBA

Assistant Dean

Donald Munday, EdD

Campus College Chairs

Detroit Campus
Catherine Castiglione, MS
University of Detroit

El Paso Campus
Claudio (Tony) Morales, MAOM
University of Phoenix

Memphis Campus
Rick Douglass, MBA
Union University

Southern California Campus
James Henderson, MSCJ
Nova Southeastern University

Sacramento Valley Campus
Steven Campos, MS
California State University, Long Beach

Program Managers

Central Valley Campus
J. Phil Parker, MBA
University of Phoenix

San Diego Campus
Raymond Rawlins, MIS
University of Phoenix

Faculty

For a list of local faculty in the College of Criminal Justice and Security, contact your campus Director of Academic Affairs.

COLLEGE OF SOCIAL SCIENCES

Dean

Lynn Hall, EdD

Associate Dean

Stephen Sharp, PhD

Assistant Deans

Ellen Kelpsch, EdD
Jaseon Outlaw, PhD
Linda Grant, PhD

Campus College Chairs

Colorado Campus
Jean Miller, MA, LPC, NCC
Regis University

Las Vegas Campus
Allie Pashley, PsyD
Alliant International University Los Angeles

Utah Campus
Randy Buckner, PhD
Tennessee State University

Houston Campus
Kenneth Farenick, EdD
Texas Southern University

Central Valley Campus
Anne Adamson, MA
National University

Arkansas Campus
Steve Northam, MA
Claremont Graduate University

Chicago Campus
Mabel Menard, MBA/HRM
University of Arkansas For Medical Sciences

Augusta Campus
Dwayne Garnett, MA/HA

Puerto Rico Campus
Nereida Serrano Correa, PhD
University of Maryland

Cleveland Campus
Jeany Tri, MEd
University of Akron

Savannah Campus
Dana Taylor, EdD
Argosy University

Detroit Campus
Cori Haskins, PhD
Oakland University

Bay Area Campus
Kristin Denver, PsyD
Argosy

El Paso Campus
Rebecca Robles, MED
University of Texas

Nashville Campus
Jonathan Yancey, MAEd
Austin Peay State University

San Diego Campus
Tobey Tam, PhD
University of California San Diego

Southern California Campus
Rada Chandmugathas, PhD
The Pennsylvania State University

Program Managers

Faculty

For a list of local faculty in the College of Social Sciences, contact your campus Director of Academic Affairs.
UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS

Dean
Bill Berry, D.Mgt
Associate Deans
Alisa Fleming, MBA
Assistant Deans
Erik Spoelstra, MBA
Kevin Wihelmsen, MBA
Campus College Chairs
Asia Military Campus
Brent Duncan, PhD
Atlanta Campus
Sam Sanders, PhD
North Central
Austin Campus
John Carroll, MBA, MS
North Dakota State University
Baton Rouge Campus
Barbara Holloway, DBM
Grenoble Ecole De Management
Bay Area Campus
Vlad Genin, PhD
Moscow State University
Boston Campus
John DiCicco, PhD
Capella University
Central Florida Campus
Edythe McNickle, PhD
Capella University
Central Valley Campus
Doris Blanton, MA
University of Phoenix
Charlotte Campus
Alex Kocharyan, PhD
Moscow State University
Chicago Campus
Omer Pamukcu, PhD
Istanbul University
Cincinnati Campus
Mary Jo Payne, PhD
University of Cincinnati
Cleveland Campus
Stephen Quick, DBA
Argosy University
Columbus, GA Campus
Omer Pamukcu, PhD
Istanbul University
Colorado Campus
David Smythe, DM
University of Phoenix
Columbus, GA Campus
George Monk, PhD
Dallas Campus
John Grabarczyk, DBA
Nova Southeastern University
Detroit Campus
Janisse Green, DBA
Central Michigan University
El Paso Campus
James Baird, DBA
Capella University
Europe Military Campus
Gregory Evans, MBA
Depaul University
Fairfield County Campus
Tamara Clark, PhD
Capella University
Hawaii Campus
Nicole Combs, PhD
Houston Campus
Albert Smothers, PhD
Idaho Campus
Larry Lindner, PhD
Indianapolis Campus
Crystal Neumano, DBA
University of Phoenix
Jersey City Campus
Lillie Hibbler, PhD
Capella University
Kansas City Campus
Michelle Boylan, MBA
Las Vegas Campus
Marcus Johnson, DM
University of Phoenix
Little Rock Campus
Elizabeth Langervin, MBA
Webster University
Maryland Campus
Maurice Shihadi, EdD
Pepperdine University
Memphis Campus
Adam Carr, PhD
Dalhousie University
Milwaukee Campus
Walter Goodwyn, MBA
Appalachian State University
Minneapolis/St. Paul Campus
Lisa Kangas, PhD
Capella University
Nashville Campus
Lonnie Manning Jr, MBA
Birmingham-Southern College
New Mexico Campus
Howard Hall, PhD
University of New Mexico
North Florida Campus
Brian Polding, PhD
University of Florida
Northern Virginia Campus
Susan McMaster, PhD
University of Illinois at Urbana-Champaign
Northern Nevada Campus
Richard McNitre, PhD
State University of New York, Stony Brook
Oklahoma City Campus
Anne DeClouette, PhD
Kaplan
Oregon Campus
Todd Weber, PhD
Philadelphia Campus
Bill Baker, MBA
Drexel University
Phoenix Campus
Patrick Sherman, DM
University of Phoenix
Puerto Rico Campus
Claudia Segarra-Roman, DBA
Pontifical Catholic University of Puerto Rico - Ponce Campus
Raleigh Campus
Kymm Watson, PhD
Capella University

program Managers

Detroit Campus
Bonita Pedrosi, MS/CP
Eastern Michigan University
Online Campus
Heather Kassner, MA/OM
University of Phoenix
Bay Area Campus
Charlene Blount, MS
Capella
Central Valley Campus
True Moua, MBA
University of Phoenix
Colorado Campus
Jaime Primiano, MA
Regis University
Colorado Campus
Carol Gianfrancisco, MAEd
University of Colorado
Las Vegas Campus
Jenean Brantley, MSC
University of Phoenix
Las Vegas Campus
Linda Fuhriman, MBA
Ashford University
Phoenix Campus
Tony Floda, PhD
Walden University
Sacramento Valley Campus
Rosamaria Cerezo, MAOM
University of Phoenix
San Diego Campus
Barbara Burt, PsyD

Utah Campus
Sarah DeHaan MSC/MHC
University of Phoenix
Utah Campus
Jan Adams MA

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
- Counseling
- Human Services
- Psychology

Faculty

For a list of local faculty in the College of Social Sciences, contact your campus Director of Academic Affairs.

Phenix Campus
Patricia Kerstner, PhD
Arizona State University
Sacramento Valley Campus
Carlos Flores, MS
California State University - Sacramento
San Diego Campus
Lynn Lucenfod, PsyD
Alliant International University Cornerstone
Southern Arizona Campus
Chad Mosher, PhD
The University of Memphis
Southern California Campus
Maryjo Trombley, PhD
Howard University

University of Phoenix, 2013-2014
FACULTY
UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS

A-15
Richmond Campus
Adrian Allen, DBA
San Antonio Campus
Frank Bearden, PhD
Sacramento Valley Campus
Tim Sheaffer, JD
University of The Pacific
San Diego Campus
Cecilia Williams, PhD
Claremont Graduate University
Southern Arizona Campus
Bill Ardern, MSBA
University of Rochester
Southern California Campus
Elisa Magill, PhD
Alliant International University
St. Louis Campus
Ronald Cook, PhD
Utah Campus
David Francom, MBA
University of Utah
Western Washington Campus
George Kelley, MBA
Marylhurst University
Program Managers
Atlanta Campus
John Carter III, MBA
University of Phoenix
Boston Campus
Mohammad Agwa, PhD
Warsaw School of Economics
Central Florida Campus
Michael Malcolm, MBA
Naval Post Graduate School
Charlotte Campus
Bill Crigger, MBA
West Virginia University
Dallas Campus
Robert Stokes, MS
University of Southern California
Detroit Campus
Patricia Munson, MPA
University of Detroit Mercy
El Paso Campus
Wayne Diggs, MS
Southwestern University
Fairfield County Campus
Robert Orlando, MBA
Sacred Heart University
Houston Campus
Gregory Wagner, MBA
University of Phoenix
Jersey City Campus
Richard Dunn, MBA
Fairleigh Dickinson University
Nashville Campus
Jeanine Sandford, MBA
University of Phoenix
North Florida Campus
Michael Hilley, MM
University of Phoenix
San Antonio Campus
Deborah Thigpen, DM
University of Phoenix
South Florida Campus
Richard Dettling, MS/HRM
Nova Southeastern University
Online Campus
Eric Jacobson, MBA
University of Phoenix
Brian De Palma, MBA
University of Phoenix
Nickie Karcher, MBA
University of Phoenix
Central Valley Campus
Juan Aldape, MBA/HR
University of Phoenix
Colorado Campus
Gabrielle Lavia, MAEd
University of Phoenix
Las Vegas Campus
Pat Towne, MBA
University of Nevada
Phoenix Campus
Gloria Pearson, MBA
Depaul University
Sacramento Valley Campus
Cornelius Brown MA, MS
National University,
University of Phoenix
Southern Arizona Campus
Scott Myers, MBA
University of Phoenix
Southern California Campus
Dennis Edwards, MA/HRM
University of Redlands
Utah Campus
Richard Jaussi, MBA
Brigham Young University - Provo
Western Washington Campus
Shasta Nicholson, MBA
University of Phoenix

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.
COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

Dean
Blair A Smith, PhD
Associate Dean
Bradley Purdy, DM
Campus College Chairs
Augusta Campus
Marvin Jones, MBA
Brenau University

Cleveland Campus
Rich Spinner, MSSM
University of Southern California

Phoenix Campus
Troy Adams, MBA
University of Phoenix

San Diego Campus
Paul Porch, MBA/TM
University of Phoenix

Utah Campus
Ken Sardoni, MS
University of Denver

Campus Area Chairs
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
- Analysis and Communications

Faculty

COLLEGE OF HEALTH SCIENCES AND NURSING

Associate Dean
Angela M. Strawn, RN MSN
Beth Patton, MN, MAM
Assistant Deans
Janeen Dahn, MSN/FNP C
Kerrie Downing, MSN
Christina Neider, MAEd, MSP
Campus College Chairs
Central Florida Campus
Paula Berry-Zeller, MSN, RN
University of Phoenix

Detroit Campus
Antoinette Dziedzic, MSN
Madonna University

Northern Virginia Campus
Sharon Berry, MSN/HA
University of Phoenix

South Florida Campus
Judith Fernandez, MSN
Florida atlantic University

Bay Area Campus
Teena Evans, MSN
University of Phoenix

Central Valley Campus
Cathy Andrade, MSN, RN
Maryville University of Saint Louis

Colorado Campus
Cathy Jaynes, PhD
The Ohio State University

Hawaii Campus
Glenda Tali, MSN
University of Phoenix

Minneapolis/St. Paul Campus
Kerrie Downing, MSN
Queen’s University

Phoenix Campus
Erich Widemark, PhD
Capella University

San Diego Campus
Sandra Huppenbauer, MSN
Wayne State University

Southern Arizona Campus
Kathy Watson, MS/FNP
University of Michigan

Southern California Campus
Mary DeNicola, PhD
Frontier Nursing University

Cleveland Campus
Lawrence Fergus, MSN
University of Phoenix

Program Managers
Online Campus
Nye Clinton, MA/H
State University of New York at Buffalo

Colorado Campus
Jennifer Freeman, RN, MSN
University of Phoenix

Hawaii Campus
Juanito Torres, MSN
University of Phoenix

Phoenix Campus
Gwen Wodiuk, MSN
University of Phoenix

Southern California Campus
Victoria Greenberg MSN
California State University, Long Beach

Gwendolyn Jones, MSN
University of Phoenix

Sacramento Valley Campus
Karen Ippolito, RN, FNP
University of California, San Francisco

Campus Area Chairs
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
- Health and Wellness
- Nursing

Faculty

For a list of local faculty in the College of Information Systems and Technology, contact your campus Director of Academic Affairs.
University of Phoenix, 2013-2014

COLLEGE OF EDUCATION

Dean
Meredith A. Curley, EdD

Associate Deans
Andy Droros, PhD
Becky Lodewyck, EdD
Sandra McCarty, EdD

Assistant Deans
Conna Bral, EdD
Lynn DeMuth, EdD
Connie Lorthridge, EdD
Ashley Norris, PhD
Gail Lynn Smith, EdD

Campus College Chairs
Central Florida Campus
Jack Green, EdD

El Paso Campus
Delila Cramer, MEd
Sul Ross State University

North Florida Campus
Bradley Johnson, PhD
Puerto Rico Campus
Lorraine Anubel, EdD
Inter American University of Puerto Rico Metropolitan Campus

San Antonio Campus
Sharon Michael-Chadwell, EdD
University of Phoenix

South Florida Campus
Alexandra Escobar, MAED
Arizona State University

Asia Military Campus
Linda Williams, EdD
University of Phoenix

Europe Military Campus
Keith Bennet, MAED

Online Campus
Ali McManus, MEd
National University
Patricia Wick, MAE
California State University--Bakersfield

Bay Area Campus
Cathy Malone, MAEd
Temple University

Colorado Campus
Bill Weeks, EdD
Nova Southeastern University

Hawaii Campus
Rich Patterson, PhD
University of Denver

Indianapolis Campus
Magg Maul, PhD
University of Texas at Austin

Kansas City Campus
Charles Wittenberg, PhD

Las Vegas Campus
Eve Breier, EdD
Nova Southeastern University

New Mexico Campus
Becky Kappus, MAEd
University of New Mexico

Oregon Campus
Robert Ham, MAEd
Lewis and Clark College

Phoenix Campus
Alfonso Alva, EdD
Arizona State University

Sacramento Valley Campus
Kelly LeRossignol, MAEd
University of Phoenix

San Diego Campus
Julie Taylor, MA
University of California--Davis

Southern Arizona Campus
Kathleen Woods, EdD
Northern Arizona University

Southern California Campus
Lori Curci-Reed, EdD
University of West Florida

St. Louis Campus
Janis Wiley, EdD

Utah Campus
Maryann O'Brien

Program Managers
Online Campus
Deanna Ketchmer, MECN
University of Phoenix
Janelle Godfrey, MAED
Governors State University
Pamela Robbins, EDD
University of Phoenix

Patrick Crisp, MAED
Arizona State University

Colorado Campus
Christopher Copen, MAEd
University of Denver

Indianapolis Campus
Suzanne Olson, MAEd
University of Illinois at Chicago

Las Vegas Campus
Esther Kassoul, MAED
University of Nevada

Northern Nevada Campus
Kimberly Smerkers-Bass, EdD.
University of La Verne

Phoenix Campus
Diana Lucero, MAEd
University of Phoenix

Utah Campus
John Shoel MA

Campus Area Chairs
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

• Administration and Supervision (Principals)
• Continuing Education
• Adult Education and Training
• Curriculum & Instruction
• Teacher Education
• Teacher Leadership

Faculty
For a list of local faculty in the College of Education, contact your campus Director of Academic Affairs.

SCHOOL OF ADVANCED STUDIES

Dean
Jeremy Moreland, PhD

Associate Deans
Jack Crews, EdD
Aaron Cose, EdD
Rob Olding, PhD

Assistant Dean
Angie Lipschuetz, PhD

Campus College Chairs
Business
Holly Rick, PhD
Capella University

Education
Lilia Santiago, PhD

Nursing
Francine Nelson, PhD
University of Nebraska

Research
Diane Gavin, PhD
Syracuse University

Campus Area Chairs
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

• Business Administration
• Education (k-12)
• Health Administration
• Higher Education
• I/O Psychology
• Management
• Nursing
• Research

Faculty
For a list of local faculty in the School of Advanced Studies, contact your campus Director of Academic Affairs.