“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/about_us/campus-safety.html.

Boston Campus

19 Granite Street
Suite #300
Braintree, MA 02184-1744
781 228-4507
602 383-9738 FAX
ADDENDUM - SUMMARY OF POLICY UPDATES ADDED TO THE CATALOG ON SEPTEMBER 1, 2014

GENERAL POLICY UPDATES

- The Discrimination Grievance Procedures and Harassment Grievance Procedures were updated. (see UNIVERSITY POLICIES)
- The Title IX Student Code of Conduct was updated. (see STUDENTS’ RIGHTS AND RESPONSIBILITIES)
- The college description was updated for the University of Phoenix School of Business (see UNDERGRADUATE PROGRAMS - UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS and GRADUATE PROGRAMS - UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS)
- The Academically Related Activities policy was updated. (see CONSUMER INFORMATION)
- The Cost of Attendance policy was updated. (see CONSUMER INFORMATION)
- The Accreditation, Licensures, Reviews, and Approvals policy was updated. (see CONSUMER INFORMATION)
- The Faculty were updated. (see FACULTY)

PROGRAM POLICY UPDATES

- The General Education Requirements for BSACC have been updated. (see UNDERGRADUATE PROGRAMS - UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS)
- The General Education Requirements for BSB have been updated. (see UNDERGRADUATE PROGRAMS - UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS)
- The General Education Requirements for BSB (Certificate Track) have been updated. (see UNDERGRADUATE PROGRAMS - UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS)
- The General Education Requirements for BSM have been updated. (see UNDERGRADUATE PROGRAMS - UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS)
- The General Education Requirements for BSM/MAN have been updated. (see UNDERGRADUATE PROGRAMS - UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS)
- The General Information section for AAACCT was updated. (see UNDERGRADUATE PROGRAMS - UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS)
- The General Information section for AAACCTC was updated. (see UNDERGRADUATE PROGRAMS - UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS)
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- The General Information section for BSACC was updated. (see UNDERGRADUATE PROGRAMS - UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS)
- The General Information section for BSACC (Ohio) was updated. (see UNDERGRADUATE PROGRAMS - UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS)
- The General Education Requirements for BSIT were updated. (see UNDERGRADUATE PROGRAMS - COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY)
- The General Information section for BSIT was updated. (see UNDERGRADUATE PROGRAMS - COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY)
- The General Information section for AAITT was updated. (see UNDERGRADUATE PROGRAMS - COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY)
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Beginnings -- A Brief History

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

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

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

In the early 1970s, at San Jose State University in San Jose, California, Sperling and several associates conducted field-based research in adult education. The focus of the research was to explore teaching/learning systems for the delivery of educational programs and services to adult learners who wished to complete or further their education in ways that complemented both their experience and current professional responsibilities. At that time colleges and universities were organized primarily around serving the needs of the 18-22 year-old undergraduate student. That is not all 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 Education Group, Inc. (the “Parent”). The Parent’s voting stock (Class B Common Stock) is 100 percent held by management. The Parent has one class of non-voting stock (Class A Common Stock) which is publicly traded on the NASDAQ Stock Exchange under the symbol “APOL”. The Parent files quarterly and annual financial statements with the Securities and Exchange Commission and these are available to the general public. The University’s central administration offices are located in Phoenix, Arizona.

Mission

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

1. To facilitate cognitive and affective student learning—knowledge, skills, and values—and to promote use of that knowledge in the student’s 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, ncachlc.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.ncachlc.org

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 Science in Accounting, Bachelor of Science in Business, Bachelor of Science in Accounting, Master of Business Administration, 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 Social Sciences and Counseling Programs**

The University also maintains voluntary memberships with numerous educational organizations, including the American Council on Education, the Association of American Colleges, the American Association for Adult and Continuing Education, the American Association for Higher Education, National Association of Schools of Public Affairs and Administration, the Council for Adult and Experiential Learning, the College and University Personnel Association, the Arizona Association of Collegiate Registrars and Admissions Officers, the American Association of Collegiate Registrars and Admissions Officers, the Independent Colleges and Universities of Arizona, the National Association for Foreign Student Admissions, the National Association of Veterans Program Administrators, the Service Members Opportunity College, and Defense Activity for Non-Traditional Support.

**Academic Programs**

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

**Enrollment and Student Profile**

As of the second quarter ending February 28, 2014, University of Phoenix had an enrollment of 250,300 students and had expanded to in excess of 190 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 2013, the average student is in his or her mid-thirties. Gender of entering students is approximately 66 percent female and 34 percent male. Approximately 48 percent of entering students reporting belonged to an ethnic minority.
Simmons College Beatley Library

The University of Phoenix Greater Boston Campus has entered into an agreement with Simmons College Beatley Library, located at 300 The Fenway in Boston, whereby Simmons College agrees to provide circulation and on site use privileges to the University of Phoenix students and faculty. To access the privileges offered by Simmons College, students and faculty must present their University of Phoenix identification, and Simmons College Beatley Library staff will issue a valid borrower’s card. Information regarding hours and library usage is available at the University of Phoenix Greater Boston Campus Office, or by calling the Director of Academic Affairs at (781) 843-0844.

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 Library 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.
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 & AAFP) are involved in collaborative learning activities, but are not required to participate in formal Learning Teams.

Collaboration

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

Emphasis on Application and Relevance

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

University-Wide Learning Goals

The University’s faculty leadership has established five broad learning goals that guide curriculum development, instruction, learning assessment, and program evaluation and improvement. The University Learning Goals are:

1. Professional Competence and Values
2. Critical Thinking and Problem Solving
3. Communication
4. Information Utilization
5. Collaboration

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

Curriculum

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

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 is outcomes 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, 2014-2015

THE UNIVERSITY’S TEACHING AND LEARNING MODEL

5
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.

Depending upon program format and requirements, associate degree students enrolled at the Online Campus (excluding AACR & AAPF) enroll in two courses concurrently for nine consecutive weeks. The longer course length allows students to complete two courses concurrently and keeps the weekly workload at a manageable level.
Learning Teams

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

All students enrolled in degree programs and/or designated certificate programs using the learning team model must meet learning team attendance policies. Learning teams are required to meet weekly. Teams may meet in person or via teleconference, real-time electronic conferencing, or asynchronous meeting in the classroom team forums. Students must indicate their participation in the learning team meetings and/or assignment deliverables. 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 service 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 web 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)
- A current Internet Browser such as Microsoft® Internet Explorer, Mozilla® Firefox, Google® Chrome, Apple® Safari 5.0
- Adobe® Reader 9.0 or later
- Adobe Flash plug-in 10.0 or later
- System is enabled to allow installation of browser plug-ins as required
- Local administrative privileges to Operating System may be required
- A current anti-virus application (updated regularly)
- E-mail address
- Internet service provider (ISP) account with broadband access

For the College of Information Systems and Technology, access to additional software is required. Please look for updated software requirements on your eResource 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
- LabSim® from TestOut® (Lab support for A+, Network+, Security+ and Linux+ courses)
- Oracle® Database XE
• Autodesk 3ds Max

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.

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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 Service 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.

2014-2015 Holiday Calendar

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th of July</td>
<td>July 4, 2014</td>
</tr>
<tr>
<td>Labor Day</td>
<td>September 1, 2014</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>November 27, 2014 - November 30, 2014</td>
</tr>
<tr>
<td>Martin Luther King Jr Day</td>
<td>January 19, 2015</td>
</tr>
<tr>
<td>President’s Day</td>
<td>February 16, 2015</td>
</tr>
<tr>
<td>Good Friday</td>
<td>April 3, 2015</td>
</tr>
<tr>
<td>Easter</td>
<td>April 5, 2015</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 25, 2015</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

With approval of the Campus Director of Academic Affairs or designated appointee, students may complete Dean approved courses, as available, via Directed Study delivery as outlined below:

- **Degree program enrollment:** a maximum of twelve (12) completed credits in the program.
- **Credit bearing certificate program enrollment consisting of four or more courses:** a maximum of three (3) completed credits in the program.
- **Deployed active duty military students:** a maximum of (15) completed credits per academic year upon providing official documentation of the deployment timeframe to their local campus.

Concurrent Enrollment

Concurrent enrollment is defined as simultaneous enrollment. This refers to enrollment in any two University courses. Students enrolled in courses outside the University are excluded from the definition. Courses will be considered concurrent when start and/or end dates overlap.

- Students enrolled in an undergraduate or graduate degree program may not enroll in more than two credit bearing courses concurrently.
- Students enrolled in an Online Associate degree program may not enroll in more than three credit bearing courses concurrently.
- Concurrent enrollment in the first four courses is prohibited for all new students.

Dual Enrollment

Any student planning to complete both an associate of arts degree and a baccalaureate degree must complete all 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 AAPE.

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 completed 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/HSM.

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 Credits per Academic Year

The number of credits completed within an academic year is limited by the program level of study the student is actively pursuing. An academic year is calculated as 12 months from the student's actual start date in their program at the University.

• All undergraduate students may complete a maximum of 45 UOPX credits in an academic year.

• Graduate students may complete a maximum of 39 UOPX graduate credits in an academic year.

• Students who are enrolled in both graduate and undergraduate programs are limited by the undergraduate credit maximum.

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. In a typical three-credit
course, and consistent with federal and accreditation requirements regarding the award of college credit, students can expect to engage in a minimum of 45 hours of faculty directed learning activities including classroom-based instruction/discussion, learning team projects, and/or additional learning activities (e.g., simulations, tutorials, videos, etc.). Additionally, students can expect to engage in a minimum of 90 hours of faculty recommended homework (i.e., reading, research, assignment development, and class preparation). These faculty-directed and student-directed expectations are intended to ensure a minimum level of content coverage and overall curriculum rigor is achieved in addressing the course objectives.

**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 issued by the Social Security Administration is required for changes in social security numbers.

**Duplication of Credit**

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

**Course Audit Policy**

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

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

**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**

The following completed transfer activity types will be reviewed for transfer into the university:

1. 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. The current listing of regional and national accrediting bodies is maintained by the Council for Higher Education Accreditation. In addition, graduate level coursework from institutions that hold accreditation through the ABA (American Bar Association) or that have been provisionally approved for accreditation may also be reviewed for transfer into the University. Coursework from ABA accredited institutions that is not from a Graduate level program will not be accepted. JD, LLB, LLM are considered graduate level programs.
2. American Council on Education credit recommendations
3. National testing program credit earned from:
   a. College Level Examination Program (CLEP)
   b. ExcelSior
   c. Berlitz
   d. National League of Nursing Exams (NLN)
   e. Advanced Placement Examinations (AP)
   f. Defense Language Proficiency Tests (DLPT)
   g. College Level General Education Development (GED)
   h. DSST Exams (previously DANTES and USAFI)
4. 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.

Only transfer activity evaluations performed by the University’s Office of Admissions & Evaluation or Prior Learning Assessment division are official. Any preliminary reviews by campus personnel are unofficial, not binding, and subject to change. The following criteria are applied to the evaluation of all transfer credit:

1. Credit is not awarded for transfer activity that duplicates or is regressive to previously completed transfer activities, either at the same or a different transferring institution. If a transcript is
received by the University following initial evaluation that shows that a transfer activity duplicates an activity that has already been accepted in transfer, only the credit awarded to the initial transfer activity will be accepted and reviewed for applicability to the student's program.

2. Professional development level or vocational courses as determined by the issuing institution's transcript key or program description.

Associate degree transfer policy: New Students transferring to University of Phoenix into an undergraduate bachelor degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BSLS, BSSED/E, BS/BIO, BA/ENG, BS/EVS, BS/HIS, and BSIT [all concentrations]) with a previously completed regionally accredited Associate of Arts degree from a Community College 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, proficiency or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program. Not all programs are eligible for the Associate of Arts transfer policy from a regionally accredited community college. Please check with a campus representative to determine which programs are eligible. Students who take advantage of this policy and then change to a program that is not eligible for this policy will have courses individually evaluated for applicability towards degree requirements as the policy will not carry forward into the new degree program.

California block transfer policy: New Students transferring to University of Phoenix into an undergraduate baccalaureate degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BSLS, BSSED/E, BS/BIO, BA/ENG, BS/EVS, BS/HIS, and BSIT [all concentrations]) or students residing in Arkansas, Nevada, Oregon, Puerto Rico with a previously completed CSU (California State University) or IGETC (Intersegmental General Education Transfer Curriculum) certification from a regionally accredited California College or University will be considered as satisfying their General Education liberal arts component for their degree program. Students utilizing this policy will still need to meet all pre-requisite, proficiency or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program.

For a description of the type and amount of credit that can be applied toward an undergraduate degree, see individual program descriptions. Students may appeal transfer activity evaluation decisions to the Student Appeals Center within 90 days from notification of the decision by the University.

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.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at University of Phoenix is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending University of Phoenix to determine if your credits or degree, diploma or certificate will transfer.

Non-discrimination Policy

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

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

Discrimination Grievance Procedures:

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

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

      • If the alleged discrimination 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 discrimination 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: (i) the existence of extenuating circumstances that prevented the student from filing the grievance (e.g., incapacitation); (ii) the student could not have reasonably known that the alleged act was discriminatory; and (iii) in the case of inaction, the student will be permitted to file a grievance up to 6 weeks from the date the inaction, with reasonable 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, Mallistop CF-5907, 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, or their respective designee.
   i. Campus Director of Academic Affairs, Director of Operations, or Director of Student Services, or their respective designee
   ii. The appropriate director or designee finds that there is a factual connection between the allegation of discrimination and the alleged actions.
   iii. 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.

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:
      • 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-5907, 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.
         ii. 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 designee will contact Human Resources and human resources policies for processing claims of harassment will be followed.
         iii. In instances where it is determined that a formal process is
Disability Services

The University of Phoenix 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 can be reached at (800) 366-9699 or via email at DisabilityADAQuestions@Phoenix.edu.

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 Education 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 Education 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 Education 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 "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 co-chapter.

• 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 the 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.

Student Health Insurance

Massachusetts law requires all full-time and part-time (75% or more of the academic requirements for full time students) college students who attend the Boston ground campus to have health insurance (students who take only online courses are not eligible for the University sponsored student health insurance program). Students must enroll in their school’s Student Health Plan (SHP) or in a plan of comparable coverage. All students must complete and submit the Enrollment/Acknowledgement Form and either elect to participate in the University’s plan or provide information of comparable coverage, prior to enrolling in any class. Proof of coverage requires information concerning the name of the health insurance company, policy number, and subscriber’s name and relationship. It is the student’s responsibility to fill out the form and submit it on time. Students who do not complete the Enrollment/Acknowledgement form each calendar year may not enroll in further courses until the Enrollment/Acknowledgement form has been completed and the student has appropriate health insurance coverage. The Student Health Insurance Plan Enrollment/Acknowledgement form completed by local campus students in Massachusetts is defined as an education record. Students must pay an annual fee to enroll in a SHP plan. The annual premium for SHP plans varies depending on the coverage selected. In addition, there are other costs the student must pay when you get health services. Students can obtain policy and coverage details from the University’s health insurance plan website at https://consolidatedhealthplan.com/group/274/home. Questions may also be directed to the Massachusetts Campus Director.

Acceptable Use of University Computing and Communication Resources

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

General Requirements of Users

Users of University computing and communication resources must:

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

Intellectual Property

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

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

Privacy & Security

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

Monitoring

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

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

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

Restriction of Access to Computing and Communication Resources

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

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

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

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

Confidentiality

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

Responsibility to Inform User of Unauthorized Access or Disclosure

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

Violations and Enforcement

Reporting Violations

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

Apollo Education Group Internal Audit
M/S AA-B309
1625 W. Fountainhead Parkway
Tempe, AZ 85282
FAX: (480) 929-7499
e-mail: internalaudit@apollogrp.edu

Apollo Education Group Information Security & Compliance
M/S AA-B103
1625 W. Fountainhead Parkway
Tempe, AZ 85282
FAX: (480) 379-3555
Response to a Reported Violation

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

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

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

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

Violation Examples

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

- Unlawful communications, including threats of violence, obscenity, pornography, and harassing communications.
- Unauthorized, anonymous communication is prohibited. (All users are required to cooperate with appropriate University personnel or other authorized personnel when investigating the source of anonymous messages.)
- Misrepresenting or forging the identity of the sender or the source of electronic communication.
- Altering the content of a message originating from another person or computer with intent to deceive.
- Use of University computing and communication resources for private business or commercial activities.
- Fund-raising or advertising on behalf of non-University organizations.
- The unauthorized reselling of University computing and communication resources.
- Unauthorized acquisition attempts to acquire and use the user id or passwords of others.
- Interference with or disruption of the computer or network accounts, services, or equipment of others.
- The intentional propagation of computer “worms” and “viruses,” the sending of electronic chain mail, denial of service attacks, and inappropriate “broadcasting” of messages to large numbers of individuals or hosts.
- Failure to comply with requests from appropriate University officials to discontinue activities that threaten the operation or integrity of computers, systems or networks, or otherwise violate this policy.

- Revealing passwords or otherwise permitting the use by others (by intent or negligence) of personal accounts for computer and network access without authorization is prohibited.
- Altering or attempting to alter files or systems without authorization.
- Unauthorized scanning of networks for security vulnerabilities.
- Attempting to alter any University computing or networking components (including, but not limited to, bridges, routers, and hubs) without approval or beyond one’s level of authorization.
- Negligent or intentional conduct leading to disruption or damage of University data, systems or networks.
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CONSUMER INFORMATION

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
The University of Phoenix has been approved by the Department of Education to participate in each of the following listed Title IV, HEA programs:
- Federal Pell Grant Program
- Federal Direct Student Loan Program
- Federal Supplemental Educational Opportunity Grant Program
- Federal Teach Grant Program

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, http://www.ncahlc.org

HLC/NCA
230 S. LaSalle St., Ste. 7-500
Chicago, IL 60604-1413
Phone: 312.263.0456
800.621.7440
Fax: 312.263.7462
http://www.ncahlc.org

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
- State of Hawaii, Office of the Governor
- 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
- State of Louisiana Board of Regents
- Maryland Higher Education Commission
- Commonwealth of Massachusetts Board of Higher Education
- State of Michigan Department of Education, Postsecondary Services
- Minnesota Office of Higher Education
- Mississippi Commission on College Accreditation
- State of Missouri Coordinating Board of Higher Education
- 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
- 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

Program Accreditation

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
College of Health Sciences and Nursing/Nursing Programs

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

CCNE
One Dupont Cir. NW, Ste. 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

University of Phoenix initial degree programs lead to teaching certification (Early Childhood, Elementary, Middle Level, Secondary and Special Education) in certain states. The College of Education offers state-approved initial programs in Arizona, California, Colorado, Florida, Hawaii, Indiana, Missouri, Nevada, New Mexico, Oregon, Texas, and Utah. University of Phoenix advanced degree programs (Administration & Supervision, Curriculum & Instruction, and Teacher Leadership) may lead to certification in some states. The College of Education offers state-approved advanced programs in Arizona, California, Colorado, Florida, Nevada, New Mexico, Texas, and Utah. Individual programs vary by state, and not all programs are available at all locations or in both online and on-campus modalities. Candidates may request an institutional recommendation upon successful completion of their program (academic and program requirements). Candidates should check with their state agency for any states specific requirements, including the acceptability of the University’s initial programs in any state in which they intend to seek licensure or certification. Program requirements are subject to change based on state certification requirements. Please speak to a campus representative for a listing of programs available at each campus location.

College of Social Sciences/Counseling Programs

The Master of Science in Counseling program with a specialization in Clinical Mental Health Counseling (Phoenix and Southern Arizona Campuses) and the Master of Science in Counseling program in Mental Health Counseling (Utah Campuses) are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

CACREP
1001 North Fairfax St., Ste. 510
Alexandria, VA 22314
Phone: 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 602.557.1554.

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 by following a 4-step assessment process designed to measure student learning at various levels within the University.

1. Assessment Planning
2. Collecting Evidence and Analyzing Data
3. Implementing Improvement
4. Monitoring Effectiveness of Improvements

The ultimate goal of the assessment process is to identify the educational experiences that contribute to student learning and those that pose potential challenges to student learning, and to use this information to enhance students’ overall academic experience. By utilizing this assessment process, the colleges and schools and faculty are able to evaluate academic programs, identify areas for potential change, modify assessment plans as needed, and communicate changes in academic programs to faculty and students in pursuit of continuous quality improvement.

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/transfer-guides.html.

Corporate Articulations

A list of corporations with which University of Phoenix has established articulation agreements can be viewed at http://www.phoenix.edu/admissions/transfer_information/corporate_articulation.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 can 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
University of Phoenix recognizes and accepts its obligations under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of a disability and requiring the University to provide reasonable accommodations to otherwise qualified disabled students in all University programs and activities.

The University of Phoenix Disability Services Office provides services to students with appropriate documentation for temporary health issues or a permanent disability.

Students with a temporary or permanent disability seeking disability services from the University must: (1) disclose their disability to the disability services office and (2) request accommodation through the disability services office. Confirmation through documentation from a health care provider may be required prior to accommodations being determined and fulfilled.

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

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. Faculty profiles can be found at 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 2007–2008 cohort and the percentages of those students who graduated within 150 percent by Aug. 31, 2013.

For the graduation rates, please go to 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 publish information regarding retention rates of degree- and/or certificate-seeking first-time, full-time (FTFT) undergraduate students entering the institution. Retention rate is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage.

For the retention rates, please go to http://www.phoenix.edu/about_us/regulatory/consumer-information.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.

Types of Education in Which 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 14% of students who completed a bachelor’s degree from University of Phoenix between July 1, 2012, to June 30, 2013, went on to enroll in a graduate or professional program at 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, 2012, to June 30, 2013, data) and the IPEDS Fall Enrollment Survey (Aug. 1, 2013, to Oct. 31, 2013, 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 University of Phoenix.
- Of this 43%, 20% plan to pursue a graduate degree at 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’s 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:

<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/Production</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 2012-2013 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 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/pro-
FEDERAL, STATE AND INSTITUTIONAL FINANCIAL AID PROGRAMS

Statement of Educational Purpose
• Have a valid Social Security number (with the exception of
  • Be a U.S. citizen or an eligible noncitizen.
• Demonstrate financial need (for most programs).

General Eligibility Requirements
• Be enrolled or accepted for enrollment as a regular student in an
• Maintain satisfactory academic progress in college or career
• Be enrolled at least half-time to be eligible for Direct Loan
• Maintain satisfactory academic progress in college or career

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 education3, (2) is not in

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 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
• 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.

Grant Programs

Federal Grant Programs
University of Phoenix participates in the following federal grant programs:

Federal Pell Grant
A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants may be awarded to undergraduate students who have not earned a bachelor’s or a professional degree. The amount of aid that students can receive varies depending on their financial need, cost of attendance, and other eligibility criteria.

Students 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 undergraduate students 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/FSEOG

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 Sept. 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 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

TEACH Grant Eligible Programs
The University has latitude to designate TEACH-eligible programs provided it meets criteria set forth by the U.S. Department of Education. TEACH-eligible programs are as follows:
MAED/SPE Master of Arts in Education/Special Education
MAED/TED-S Master of Arts in Education/Secondary Teacher Education
MAED/TEDHS (Oregon) Master of Arts in Education/Secondary Education — High School/Middle Level
MAED/TEDMM (Texas) Master of Arts in Education/Teacher Education Middle Level Mathematics
MAED/TEDMS (Texas) Master of Arts in Education/Teacher Education Middle Level Science
MAED/TEDMG (Texas) Master of Arts in Education/Teacher Education Middle Level Generalist
MAED/TEDSS (Texas) Master of Arts in Education/Teacher Education Secondary Level Science
MAED/TEDSM (Texas) Master of Arts in Education/Teacher Education Secondary Level Mathematics

State Grant Programs
Students may also be eligible to receive funding through state grant or scholarship programs 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 work or other requirements are 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 requirements.
For information regarding the grants offered by states — how to apply for eligibility, deadlines, and required forms — visit the respective websites and phone numbers at 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/institutional-grants

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 by University of Phoenix, scholarship resources, tips, suggestions, articles, an external scholarship search engine and much more.

Institutional Scholarships
University of Phoenix offers a number of institutional scholarships, which are listed at http://www.phoenix.edu/tuition_and_financial_options/scholarships/institutional-scholarships.html.
The University often partners with 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
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 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.

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.

Note: 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 an FFEL Program Loan on July 1, 2013.

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.


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/ plusrights.pdf, attached to the Master Promissory Note (MPN).

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 educational expenses as long as certain eligibility requirements are met. Direct PLUS Loan eligibility is dependent upon the applicant’s credit history. If it is determined that the applicant has adverse credit history, the applicant will have the option to appeal the credit decision or pursue an endorser. If a parent is unable to secure a Direct PLUS Loan, the dependent student may be eligible for additional unsubsidized loans.

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/plusrights.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 at a fixed interest rate. Direct PLUS Loan eligibility is dependent upon the applicant’s credit history. If it is determined that the applicant has adverse credit history, the applicant will have the option to appeal the credit decision or pursue an endorser.

Award Amount - Students are eligible to receive a Graduate PLUS Loan award up to their academic year Cost of Attendance (COA) minus any other financial assistance received.

Terms and Conditions - Students who receive a PLUS Loan for Graduate and Professional programs 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/plusrights.pdf, attached to the Master Promissory Note (MPN) for Direct PLUS Loans.

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.

For information regarding Federal Student Loan Interest Rates, including Direct PLUS Loans, please visit http://studentaid.ed.gov/types/loans/interest-rates.

Federal Direct Subsidized and Unsubsidized Annual Loan Limits
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></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

University of Phoenix, 2014-2015
CONSUMER INFORMATION
FEDERAL, STATE AND INSTITUTIONAL FINANCIAL AID PROGRAMS

25
### Undergraduate Certificate Programs — Loan Limits

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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior and Senior</th>
<th>Maximum Total Debt from Stafford Loans Aggregate Loan Limits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$5,500 - No more than $3,500 of this amount may be subsidized loan</td>
<td>$6,500 - No more than $4,500 of this amount may be subsidized loan</td>
<td>$7,500 - No more than $5,500 of this amount may be subsidized loan</td>
<td>$31,000 - No more than $23,000 of this amount may be in subsidized loans.</td>
</tr>
<tr>
<td></td>
<td>$9,500 - No more than $5,500 of this amount may be subsidized loan</td>
<td>$10,500 - No more than $5,500 of this amount may be subsidized loan</td>
<td>$12,500 - No more than $5,500 of this amount may be subsidized loan</td>
<td>$57,500 - No more than $23,000 of this amount may be in subsidized loans</td>
</tr>
<tr>
<td></td>
<td>$20,500 Graduate and professional students are not eligible to receive Direct Subsidized Loans for loan periods beginning on or after July 1, 2012. The aggregate amounts for graduate students include loans for undergraduate study.</td>
<td>$138,500 - No more than $65,500 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>
<td>$138,500 - No more than $65,500 of this amount may be in subsidized loans.</td>
</tr>
</tbody>
</table>

A student whose parent cannot obtain a ParentLoan 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 and Origination Fees**

For information regarding Federal Student Loan Interest Rates and Origination Fees, including those in effect as of July 1, 2013, please visit [http://studentaid.ed.gov/types/loans/interest-rates](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 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 Oct. 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/](http://www.nslds.ed.gov/).

**Private Student Loans**

Understand your rights and responsibilities when considering private loan options. Clear and accurate information can help you make informed choices, so you borrow only what you need and can reasonably repay. The University encourages that a private loan only be considered after all federal and state financial aid options have been exhausted. Private loans are made through lenders and other financial institutions and are subject to a credit review and individual lender terms and conditions. These loans are not subsidized or guaranteed by the federal government. For more information on the difference between federal and private loans, please visit [http://www.consumerfinance.gov/paying-for-college/choose-a-student-loan/](http://www.consumerfinance.gov/paying-for-college/choose-a-student-loan/).

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. The lender determines eligibility, and amounts are limited to the cost of attendance minus other aid, including discounts and any other resources received. Students may choose to use any eligible lender that offers private loans. The University does not maintain a list of lenders that offer private loans, nor will it endorse a particular lender. Students who
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. Payment periods are based on individual course schedules and follow academic year requirements.

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.

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

The University defines its academic years as follows:

- Associate Programs are a minimum of 24 credits and 36 weeks of instructional time
- Bachelor Programs are a minimum of 24 credits and 40 weeks of instructional time
- Masters Programs are a minimum of 24 credits and 48 weeks of instructional time
- Doctoral Programs are a minimum of 24 credits and 48 weeks of instructional time

Note: The academic year definition may vary based on program level, version and course length.

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 requirements are met.

A week of instructional time is a week (a consecutive seven day period) in which one day of instruction occurs. Instructional time does not include periods of vacation, orientation, or homework. An academic year that begins before a previous existing academic year has ended is considered an overlapping academic year.

Students who take more than one course concurrently may be required to complete additional credits to meet the number of weeks of instructional time required to complete the academic year.

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

Consortium Agreements

Purpose

Written arrangements consist of consortium and contractual agreements. The purpose of this policy is to document the University’s position on participating in consortium agreements with other institutions for the purpose of receiving or processing federal financial aid funds.

Policy

The University chooses to not participate in consortium agreements, defined as written agreements between two or more federal financial aid (Title IV) eligible institutions. Therefore, the University will not provide signature or approval on any consortium agreement submitted, whether as a host or home institution.

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 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 provide all applicable documentation, which may include, but is not limited to, the following:

- IRS-issued federal tax return transcript(s)
- IRS W-2 form for each source of employment income
- Verification worksheet
- Verification of household member(s) receiving Supplemental Nutrition Assistance Program (SNAP) benefits
- Verification of child support paid
- Verification of untaxed income
• 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 in the Federal Register. As of the writing of this publication, the deadline for 2014-2015 has not been published, but is expected to be September 28, 2015, 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 financial aid, 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 this year’s federal cost of attendance (COA) are as follows:

### Ground Campuses

<table>
<thead>
<tr>
<th>Cost of Attendance Components</th>
<th>Undergraduate Certificate</th>
<th>Undergraduate Degree</th>
<th>Graduate Certificate**</th>
<th>Graduate Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$6,705</td>
<td>$10,896</td>
<td>$7,605</td>
<td>$14,544</td>
</tr>
<tr>
<td>Monthly rEsource &amp; Loan Fees</td>
<td>$540</td>
<td>$864</td>
<td>$705</td>
<td>$1,056</td>
</tr>
<tr>
<td>Monthly Living Expense*</td>
<td>$8,995</td>
<td>$12,850</td>
<td>$8,995</td>
<td>$15,420</td>
</tr>
<tr>
<td>Annual COA</td>
<td>$16,240</td>
<td>$24,610</td>
<td>$17,305</td>
<td>$31,020</td>
</tr>
</tbody>
</table>

Note: Military is assumed as all active for average weighting of tuition. 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. The figures provided for certificate programs are illustrative and based on 15 credits. Tuition and rEsource fees are estimated using the rates established for 2013/2014.

### Online Campus

<table>
<thead>
<tr>
<th>Cost of Attendance Components</th>
<th>Associate Degree</th>
<th>Undergraduate Certificate</th>
<th>Undergraduate Degree</th>
<th>Graduate Certificate</th>
<th>Graduate Degree**</th>
<th>Doctoral Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$9,360</td>
<td>$7,410</td>
<td>$11,256</td>
<td>$10,230</td>
<td>$16,656</td>
<td>$19,296</td>
</tr>
<tr>
<td>Monthly rEsource &amp; Loan Fees</td>
<td>$792</td>
<td>$540</td>
<td>$864</td>
<td>$705</td>
<td>$1,056</td>
<td>$1,128</td>
</tr>
<tr>
<td>Monthly Living Expense*</td>
<td>$9,603</td>
<td>$7,469</td>
<td>$10,670</td>
<td>$7,469</td>
<td>$12,804</td>
<td>$12,804</td>
</tr>
<tr>
<td>Annual COA</td>
<td>$19,755</td>
<td>$15,419</td>
<td>$22,790</td>
<td>$18,404</td>
<td>$30,516</td>
<td>$33,228</td>
</tr>
</tbody>
</table>

Note: Military is assumed as all active for average weighting of tuition. 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. The figures provided for certificate programs are illustrative and based on 15 credits. Tuition and rEsource fees are estimated using the rates established for 2013/2014.

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:
• Seven months for undergraduate and graduate certificate students
• Nine months for associate 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/livingexpense. 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.

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. The following chart illustrates the number of credits required to complete each grade level. The University determines the student’s grade level by calculating the total number of credits that have been completed at the beginning of an academic year. For example, in order to complete grade level 1, a student must complete a minimum of 24 credits. At the beginning of the student’s subsequent academic year the student will be considered grade level 2 if the grade level 1 credits have been completed. The University defines its academic years as follows:
• Associate Programs are a minimum of 24 credits and 36 weeks of instructional time
• Bachelor Programs are a minimum of 24 credits and 40 weeks of instructional time
• Masters Programs are a minimum of 24 credits and 48 weeks of instructional time
• Doctoral Programs are a minimum of 24 credits and 48 weeks of instructional time

Note: The academic year definition may vary based on program level, version and course length.

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

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. Examples of conflicting information may include, but are not limited to, the following:
FEDERAL, STATE AND INSTITUTIONAL FINANCIAL AID PROGRAMS

- 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 cause 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 appropriate University Academic Catalog at http://www.phoenix.edu/programs/degree-programs/academic-catalog.html

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 whether in a prior program or the current program, that are applicable to 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)
  - Incomplete (I)
  - In Progress (IP)
  - No Grade Awarded (QC)
  - 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. Pace of completion 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.

### Pace of Completion

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

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

Courses from which the student withdraws are counted as attempted credit hours when calculating the quantitative measure-
Approval and/or reinstatement of federal financial aid eligibility are not guaranteed. The Professional Judgment Team reviews all appeals on a case-by-case basis. Approval is only granted when there are significant extenuating circumstances. All decisions made by the Professional Judgment Team are final.

The University will allow a student to have a maximum of two approved appeals during their time at the University. These appeals cannot be consecutive and will only be considered if unusual circumstances exist. Examples of unusual circumstances may include, but are not limited to, the following:

- Death of a relative
- An injury or illness of the student
- 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 the ability to graduate within the maximum timeframe allowed and meet the GPA requirements. 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, if a student 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.

If the ineligible payment period is the second payment period of an academic year/loan period already established, any federal financial aid awarded for the second payment period will be canceled and, if necessary, returned to the funding source.

**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 or version he/she was previously in, the student's SAP status will reflect the status of the original program or 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.

**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 U.S. Department of Education. A student should contact a Finance Advisor if interested in submitting a professional judgment request.

**Class Attendance**

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

**Local Campus**

Most local campus classes meet four (4) hours per week. Students are in attendance at a local campus workshop 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, assignment submission or quiz/exam submission that is recorded by the system in the online classroom during the scheduled class week. Deadlines for attendance are based on Mountain Standard Time. Attendance is tracked automatically in all directed study courses.

**FlexNet®**

FlexNet® students are in attendance at a local campus workshop if
they physically attend the local campus workshop meeting during the scheduled class hours and sign the attendance roster. A FlexNet® student receives automatic attendance for an online class week if she or he posts one (1) message, assignment submission or quiz/exam submission that is recorded by the system in the online classroom on two (2) separate days during the online week. Deadlines for attendance are based on Mountain Standard Time. Attendance is tracked automatically in all online weeks of FlexNet® courses.

**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 a Withdrawal (W) or Withdrawal/Failing (WF) grade if students miss more than the maximum allowed absences.

<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>

**Academically Related Activities**

Academically Related Activities (ARAs) are used to determine a student’s official last date of attendance and corresponding enrollment status at the University. ARAs are also used to determine the effective date of active and withdrawn enrollment statuses. The following activities that occur on or after the start date and on or before the course end date will be considered academically related activities by the University:

- Postings/Messages in a course (online, Directed Study, and online weeks of FlexNet®)
- Assignment submissions posted via the online classroom
- Quiz/Exam submissions recorded by the system via the online classroom
- Learning Team Acknowledgements via the online classroom
- Physical Attendance verified by a signed attendance roster (local campus courses only).

**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. If a student is not actively enrolled in a program, the student is not eligible to apply for a leave of absence. 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**

  An 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 (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 notify 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 can document the reason and decision for the LOA prior to the Return of Title IV (R2T4) 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, 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.

  **HEROES Act**

  The Higher Education Relief Opportunities for Students (HEROES) Act of 2003 was created to ensure students who are receiving federal financial aid are not adversely affected because of their military status, a natural disaster or a national emergency, and to minimize the administrative burden placed on such individuals. If an affected student has difficulty providing a written LOA request because of affected status, a verbal LOA request may be approved. Affected students include those who:

  - Are serving on active duty during a war or other military operation, or national emergency
  - Are performing qualifying National Guard duty during a war or other military operation, or national emergency
  - Reside or are employed in an area that is declared a disaster area by any federal, state or local official in connection with a national emergency

  The University will document the decision for granting an
approved LOA to an affected student if that student has difficulty providing a written LOA request because of affected status. The documentation will include both the reason for the LOA and the reason for waiving the requirement that the LOA be requested in writing. For additional information, students should contact their Finance Advisor.

### 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 start date of the course the student is returning to. 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.

The student’s LOA return date will be the first day of the course the student returns to following the approved LOA. The active enrollment status effective date in the system of record will be the date the student posts an academic related activity in that course. 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, and FSEOG 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 scheduled after the return date.

### Failure to Return

The University will advise the student, prior to granting the LOA, the affect that failure to return from an LOA may have on loan repayment terms, including the expiration of the student’s 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 Loans

<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></td>
<td></td>
</tr>
</tbody>
</table>

#### 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>Iraq Afghani-stan Service-members Grant (IASG)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Dates are subject to change based on academic year start date.
Authorization to Apply Federal Financial Aid Funds

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 in the case of a PLUS loan) 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 in the case of a PLUS loan) that the authorization may be canceled at any time. If the student (or parent in the case of a PLUS loan) chooses to cancel the authorization, the 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 in the case of a PLUS loan), 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 application website.

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

If a student (or parent in the case of a PLUS loan) 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 two options to notify the University regarding the Authorization to Apply to Future Charges form:

1. Initial notification
   a. The student is prompted to answer authorization to apply funds questions when completing the financial aid application process on the University’s financial aid website.
   b. When a student signs and submits the Authorization to Apply to Future Charges form, he or she no longer has access to make corrections.

2. Update Authorization to Apply to Future Charges
   a. If a student or parent wants to update the original authorization to apply funds, the University will accept a signed and dated statement from a student or parent outlining any changes to the Authorization to Apply to Future Charges form at any time.
   b. The student or parent will complete the statement and fax it to Student Financial Services- Operations (SFS-O) at 800-808-5123 to process the request accordingly.
   c. When an update is submitted, it is only in effect for future disbursements, and the 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. 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

<table>
<thead>
<tr>
<th>Federal Grants</th>
<th>First Disbursement Eligibility</th>
<th>Second Disbursement Eligibility</th>
</tr>
</thead>
<tbody>
<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>Teacher Education Assistance for College and Higher Education (TEACH) Grant Program</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>
</tbody>
</table>

State and Institutional Grants

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

Private Loans

<table>
<thead>
<tr>
<th>Private Loans</th>
<th>First Disbursement Eligibility</th>
<th>Second Disbursement Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varies</td>
<td>Dependent on individual state requirements</td>
<td></td>
</tr>
</tbody>
</table>
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 those 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 Financial 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 University’s financial aid website.

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 Counseling**

**Federal Direct Loan Entrance Counseling**
The University ensures loan entrance counseling is conducted online using the iGrad entrance counseling module for students/parents borrowing federal subsidized/unsubsidized student loans or PLUS loans for the first time. A link to the iGrad module is displayed within the FAW process. 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/
  - Information on possible loss of eligibility for additional Direct Subsidized Loans
  - Information on how a borrower’s maximum eligibility period, remaining eligibility period, and subsidized usage period are determined
  - The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods, and periods of authorized deferment
  - Impact of borrower responsibility for accruing interest on the borrower’s total debt
- Other terms and conditions

The goal of entrance counseling is to help the borrower understand what it means to borrow federal student loans.

**Federal Direct Loan Exit Counseling**
The University notifies students to complete loan exit counseling online at the U.S. Department of Education website (https://studentloans.gov/myDirectLoan/index.action) within 30 days of completion of a program, withdrawal from the University, or when a student ceases to be enrolled at least half-time. 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/
  - Information on possible loss of eligibility for additional Direct Subsidized Loans
  - Information on how a borrower’s maximum eligibility period, remaining eligibility period, and subsidized usage period are determined
  - The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods, and periods of authorized deferment
• Impact of borrower responsibility for accruing interest on the borrower’s total debt
• Other terms and conditions
A letter is sent to students advising them of the exit counseling requirement. This letter includes an attachment with all required exit information. The attachment can be found at: http://www.direct.ed.gov/pubs/exitcounselguide.pdf.

**Federal Perkins Loan Counseling**
The University ensures Perkins Loans exit counseling is conducted online at the Mapping Your Future Online Counseling website at http://mappyingyourfuture.org/oslc/. 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/.

Within thirty days of learning a TEACH grant recipient is no longer in attendance, a letter is sent to students advising them of the exit counseling requirement. This letter includes an attachment that can be found at: https://teach-ats.ed.gov/ats/images/gen/exitCounseling.pdf.

**Federal Loan Repayment**

**Prior Federal Student 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://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. The Repayment Estimator at https://studentloans.gov/myDirectLoan/mobile/repayment/repaymentEstimator.action allows students to estimate their payment under all available repayment plans.

**Sample Standard Repayment Calculator Detail**

<table>
<thead>
<tr>
<th>Interest Rate</th>
<th>Loan Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.80%</td>
<td>$12,000</td>
</tr>
</tbody>
</table>

With the standard plan, a fixed payment amount is due each month until loans are paid in full. Monthly repayments will be at least $50, and have up to 10 years to repay.

**Repayment Summary**

<table>
<thead>
<tr>
<th>Months in Repayment</th>
<th>Monthly Payment</th>
<th>Total Interest Payment</th>
<th>Total Loan Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
<td>$138</td>
<td>$4,572</td>
<td>$16,572</td>
</tr>
</tbody>
</table>

Graduated Repayment Detail - 120 months starting at a payment of $80 and a final monthly payment amount of $239. Total interest paid would be $5,832, for a total of $17,832.

Extended Repayment - Only available for loan amounts greater than $30,000. Payment amounts under the Pay As You Earn, Income-Based and Income-Contingent repayment plans will be available in the Repayment Estimator after you enter tax filing status, adjusted gross income, family size and state of residence.

**Federal Student Loan Consolidation**

A Direct Loan consolidation allows a borrower to combine multiple 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 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)


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.

Directed study courses have Defense Activity for Non-Traditional Education Support (DSST-DANTES) approval for tuition reimbursement. For more information on this program, a student should contact the Educational Service Officer on the military base.

University of Phoenix does not participate in the DVA education advanced payment program.

More information about veterans’ benefits can be reviewed at http://www.phoenix.edu/colleges_divisions/military.html

Visit the Department of Veterans Affairs website, http://www.gibill.va.gov, for additional information on educational entitlements.

On April 27, 2012, the President of the United States signed Executive Order 13607, Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members. This executive order addresses key areas relating to federal military and veterans educational benefits programs. Military or affiliated students may qualify for federal assistance or student loans under federal financial aid programs (Title IV). Additional information for military tuition benefits can be viewed at http://www.phoenix.edu/colleges_divisions/military/military-financial-options.html

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/military-financial-options/tuition-assistance.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/

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.

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

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 is responsible for knowing the account balance. Student account information is available on the student website. When the student is considered administratively, officially or unoffically 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.

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 be in compliance with University financial policies 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 180 days 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 state refund policy. A complete list of state refund policies is located in the Academic Catalog and the Consumer Information Guide. All other 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 circumstances. If the student earns a W or F grade, he or she may be eligible for a tuition credit. The credit is nontransferable to other
students and may be used at any University of Phoenix campus.

**Payment Policies**

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 Education 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 https://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 https://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.

**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. This date will always be earlier than or equal to the date of notification.

**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.

**Recission of Official Withdrawal**

Students may rescind the intent to withdraw by completing the Official Withdrawal Rescind request via the University eCampus website. The original Official Withdrawal link will be replaced with the Cancel Your Withdrawal link. Rescissions may be requested up until the time a Return of Title IV (R2T4) calculation has been completed. The student may also submit an electronic or written statement to the University stating his/her intent to return.
to the University, remain in academic attendance and continue to participate in academically related activities through the end of the payment period.

If the student subsequently withdraws after rescinding the intent to withdraw, the withdrawal date is 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 days of consecutive nonattendance at an academically related activity.

**Exceptions**

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

- **I Grades**
  - If a student is granted an extension of the course he or she is currently attending and the intent is to complete the course, the days in the extension period will not count toward the 14 days of consecutive nonattendance at an academically related activity. During this time a student in an extension period will remain in active status. An extension of the course is indicated by the issuance of an I (Incomplete), IP (In Process), or IX (In Progress Extension) grade.

- **Institutionally Scheduled Breaks**
  - Students on institutionally scheduled breaks will not have the days of the break count toward the 14 days of consecutive nonattendance at an academically related activity. The following are the different types of institutionally scheduled breaks at the University:
    - Holidays
    - Inclement Weather
    - Administrative

**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.

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 1) 15 days after the official last date of attendance; or 2) when a student fails to return from an approved leave of absence. Students granted an extension (I, IX, IP grades) have the period of the extension excluded when counting the 14 days of consecutive nonattendance. For example, if the student was out of attendance (OOA) for 5 days prior to the extension, once the extension is completed the days continue to count from day 6 until the next academic related activity (ARA) posts. If the student does not post ARA, then at 14 days (excluding the extension period) the DOD will populate. 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 that occurred prior to the decision to administratively withdraw the student.

**Date of Determination**

The date of determination (DOD) for students who are administratively withdrawn from the University is the date the University determined 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 federal financial aid funds or has met the conditions that entitled the student to a late disbursement of federal financial aid 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.

**Deceased Student**

If the University receives reliable information indicating an individual borrower or student for whom a parent received a PLUS loan dies, the University will suspend further awarding and disbursements. An original or certified copy of the death certificate or accurate and complete photocopy of the original or certified copy of the death certificate will be requested and forwarded to the Secretary of Education (Secretary). Under exceptional circumstances and on a case-by-case basis, the Secretary may approve a discharge based upon other reliable documentation supporting the discharge request.
Determination of Withdrawal
The withdrawal date for a deceased student will be the last date of academic attendance or attendance at an academically related activity determined from University attendance records. The date of determination will be the date the University becomes aware of the student’s death. (Refer to Withdrawal from the University)

Return of Title IV Funds
The amount of federal financial aid funds earned by the student will be calculated according to the Return of Title IV Funds (R2T4) calculation. If the calculation indicates the amount of funds earned is less than the amount disbursed to the student, or on behalf of the student in the case of a PLUS loan, the difference between these amounts will be returned to the appropriate federal financial aid programs. The University will not report grant overpayments for deceased students to NSLDS or refer a grant overpayment to Debt Resolution Services, as the student’s estate is not required to return any federal financial aid funds.

The following represents procedures the University will follow if a credit balance of federal financial aid funds, created from funds disbursed before the death of the student, exists after the completion of the R2T4 and the University’s refund calculations:
- Pay authorized charges owed to the University.
- Return any federal financial aid grant overpayments owed by the student for previous withdrawals from the University.
- Return any remaining credit balance to the federal financial aid programs.

If the University previously referred a grant overpayment to Debt Resolution Services, documentation will be forwarded by the University indicating the student is deceased. Based on this information and documentation, Debt Resolution Services will remove the overpayment from the student’s records.

Although the student may be eligible to receive a post-withdrawal or late disbursement, the University is prohibited by federal financial aid Title IV regulations from further disbursements and will, therefore, not request additional funds from federal financial aid programs nor send out a post withdrawal letter.

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 for the payment period. The payment period is defined as the period of time it takes the student to complete at least one-half of the weeks and credits in the student’s academic year. For purposes of determining earned federal financial aid, a student’s aid is considered disbursed if it is disbursed as of the student’s last date of attendance. As long as conditions for a late disbursement (described below) are met prior to the date the student became ineligible (the student’s last date of attendance), any undisbursed 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 to 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 not successfully completed the 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 for which 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**
Institutionally scheduled breaks of five or more consecutive days are excluded from the R2T4 calculation. This includes all holiday, inclement weather, and administrative breaks of five or more consecutive days.

**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.

**Rate of Progression Calculation**
The rate of progression of the period completed is calculated as follows:

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

**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.

**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
- Holidays
- Inclement weather
- Administrative
- Student scheduled or selected breaks of five (5) consecutive calendar days or more between courses
- All approved leave of absence calendar days
- Unapproved breaks of less than 180 days

**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.

**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 in a course prior to the course the student’s last date of attendance occurs within.

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 (9 week courses) - 63 days if one or two courses are needed, 126 days if three or four courses are needed
- Associates Program (5 week courses online) - 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.
- Associates Program (5 week courses ground) - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- 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.

Additional calendar days will NOT be added for the course(s) in which the student’s official last date of attendance falls within. This includes any course(s) the student was enrolled, but did not complete 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 to the payment period end date:
- Institutionally scheduled holiday 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
- Periods of non-enrollment of five (5) consecutive calendar days or more due to administrative and inclement weather closures
- Unapproved breaks of less than 180 days

**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</th>
<th>ID</th>
<th>Credits</th>
<th>Start Date</th>
<th>End Date</th>
<th>Instructor</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td></td>
<td>3.0</td>
<td>06/07/20XX</td>
<td>07/11/20XX</td>
<td>SMITH</td>
<td>W</td>
</tr>
</tbody>
</table>
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. Institutional charges will include all invoiced and scheduled charges, as well as any adjustments made to correct these charges, that occur prior to the beginning of the course from which the student withdrew.

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
- FSEOG
- TEACH Grants
- Iraq & Afghanistan Service Grant (IASEG)

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

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**Rate of Progression Calculation**

The percentage of the payment period completed is 22.28%

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

<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>
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<td>175</td>
<td>22.28%</td>
<td>$12,500</td>
<td>$2,785</td>
</tr>
</tbody>
</table>

*Estimate for illustrative purposes only.

**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 payment period in the academic year 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 actually complete the refund process before completing the steps for allocating the federal financial aid credit balance.

The percentage of the payment period completed is 22.28%

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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 complete a student’s R2T4 calculation within 30 days of the University’s date of determination. 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
- Attend 4 week no refund due

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

- Attend 1 week 89% refund due
- Attend 2 week 78% refund due
- Attend 3 week 67% refund due
- Attend 4 week 56% refund due
- Attend 5 week 44% refund due
- Attend 6 week no refund due

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 at University of Phoenix.

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 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

Releaseable 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
• 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

Exception: 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 his or her record, the student would complete a FERPA Release Recision form listing any/all parties to which 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 Registrar. Campus Personnel must send an email to the Registrar’s office requesting approval to release student information.

Information Not Released - Non-Directory

Information that must not be released:

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.

** 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-parties, including parents with inquiries, 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.

Exception: The University may release personally identifiable information (PII), directory and non-directory information without the student’s consent under the following conditions:

• School officials with legitimate educational interests, which include any University employee acting within the scope of her or his University employment, and any duly appointed agent or representative of the University acting within the scope of his or her appointment.

• 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, Nelnet Scholarship Management, Apimaxis, Protiviti, ACS, ECMC Solutions, National Student Clearinghouse, iParadigms, LLC, Taylor Corporation, Education Sales Management, Double Positive, Hills Consulting Group, SCRIP-SAFE, Student Outreach Solutions, i3, InsideTrack, Salesforce, Iron Mountain, Outsell Y-Connecting, Cenveo, IntraEdge, ITC Info Tech, Western International University, Vocado, iGrad, Google, HCL Technologies, Regent Education and other services.

• Collection agencies (Firstsource Advantage, Reliant Capital Solutions, FMS, CBE Group, States Recovery Systems, Northland Group, Primary Financial Services, Gatesstone, 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 (The disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following: eligibility for aid, amount of aid, conditions for aid and/or enforce terms and conditions of the aid)

• Organizations conducting studies for, or on behalf of, the school
• Accrediting organizations
• Authorized representatives of the Comptroller General of the United States, Secretary, or state and local educational authorities
• 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
• To appropriate officials to comply with federal law (e.g. the USA Patriot Act, Solomon Amendment, SEVIS program)

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
decesed 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 or to parents of students under the age
of 21 when laws or university policies regarding alcohol or drugs are
violated.

A school official is defined as:
1. A person employed by the University in an administrative,
   supervisory, academic, research, or support staff position.
2. A person employed by or under contract to the University to perform a
task.
3. A person serving on an institutional governing body or committee.

Financial aid means a payment of funds (or a payment in kind of tangible
or intangible property to the individual) that is conditioned on the
individual’s attendance at an educational agency or institution
[authority: 20 U.S.C.1232g (6)(1)(0)]

Students requesting demographic or PII on other UOPX students for
survey/research purposes must contact the appropriate Director of
Operations and Academic Affairs after it has been approved through the
Human Subjects Committee and/or Committee on Research as
appropriate.

The University shall retain a record of disclosure of student information
disclosed to a third party. This information will be stored on the
University computer system and will contain dates, names and reasons
for release. Students shall have reasonable access to their educational
records, may request to review their educational records and may
challenge the contents of their educational records if they feel the contents
are inaccurate, misleading or otherwise in violation of their privacy or
other rights.

**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.

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 refer-
ence other student information. Printed files requested by the
student and mailed from the Registrar’s Office will not include his-
tory 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 Regis-
trar 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 Regis-
trar 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’ allega-
tions of inaccurate or misleading information in students’ records.

Decisions of the panel will be final.

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

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

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 viola-
tion 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 (For example, a student is enrolled in an undergraduate program and applies for admission to a graduate program but is denied.) University of Phoenix cannot deny students access to their records. Copies do not need to be provided, unless by not providing copies, the students’ rights are denied.

**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 his or her UOPX 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 following exception criteria is met:
  - A student has filed for bankruptcy and has provided UOPX with a copy of the bankruptcy petition filed with the courts.
  - A student has graduated from a previous UOPX program on record as that student had previously satisfied his or her financial obligation for that program.
  - If a student believes he or she qualifies for one of the aforementioned policies or exceptions but is unable to order a transcript on the University student website, 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. Inquiries should be directed to:

**Family Policy Compliance Office**
U.S. Department of Education
400 Maryland Ave., 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](http://www.phoenix.edu/programs/gainful-employment.html)

**Student Loan Code of Conduct**

The University protects students with established loan policies. University of Phoenix follows federal regulations that govern student loan requirements. The Student Loan Code of Conduct at [http://www.phoenix.edu/tuition_and_financial_options/student_loan_code_of_conduct.html](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](http://www.phoenix.edu/tuition_and_financial_options/student_loan_code_of_conduct.html) to learn about loan regulations.

**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](http://www.phoenix.edu/copyright-legal/privacy_policy.html)

**Scope of Privacy Policy**

This policy applies to website visitors, current and potential students, and any other user of services offered through our Sites 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 or privacy disclosures relating to the services provided on the Site(s) (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 Inter-
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 our internal marketing purposes, which includes, but is not limited to, sending you material about products, services, updates, etc. that we think may be of interest to you
• For fostering communication and collaboration among members of 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 investigation of information security and information asset protection-related incidents
• To test, correct and improve our content, applications and services
• To develop new applications, products and services
• 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)
• To investigate suspicious information that denotes illegal activity such as financial aid fraud
• 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 Education Group, Inc., 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://www.phoenix.edu/about_us/contact_us/unsubscribe.html
If you do not wish to receive marketing telephone calls or mailings, you may express your choice to opt out by emailing Office.ComplianceUOPX@phoenix.edu

Do Not Track and Online Behavioral Advertising
University of Phoenix does not itself respond to web browser-based DNT signals. 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 websites 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/pub_info/1847v=1

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 services. For more information on your ability to opt out, email Office.ComplianceUOPX@phoenix.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:
Mail: University of Phoenix
Attn: Registrar’s Office
3201 E Elwood St.
Mail Stop CF-A103
Copyright Infringement and Peer-to-Peer File Sharing

Copyright Law
Copyright is a form of legal protection provided by U.S. law, Title 17 U.S.C. §106, which protects the economic rights of the copyright owner. The law applies to original works of authorship, defined as works that are created by human beings and that are expressed in a tangible medium of expression. These works can include books, articles, music, films, and other creative works. The copyright law provides the owner of a copyright the exclusive right to do the following:

- Reproduce the work
- Prepare derivative works based upon the work
- Distribute copies of the work to the public
- 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

Copyright Infringement
The copyright law provides the owner of a copyright the exclusive right to do 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 you 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.

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.

The University Plans to Effectively Combat Unauthorized Distribution of Copyrighted Material; Student Sanctions
A student’s conduct in the University classrooms and websites is subject to and must fully conform to the University Student Code of Conduct policy, its Acceptable Use policy and any other applicable University policies.

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

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

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

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

Education and Awareness
The University uses a variety of means to inform students, 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 file 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
- **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 are reviewed annually by the Sr. Director of Governance, Risk and Compliance; the most recent review was completed in February 2013.

**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 Right (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
Attn: Copyright Agent
Subject: Copyright Compliance
4025 S. Riverpoint Pkwy.
Mail Stop: CF-K612
Phoenix, AZ 85040
Email: CopyrightAgent@apollo.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, describe the work that you own.**
- **Identify the material that you claim is infringing on your copyright as set forth in number one and provide detailed information that is reasonably sufficient to locate the infringing item; for example, provide the link to the infringing material.**
- **Provide sufficient contact information: phone number, address and email address.**
- **If possible, provide information that allows the University to notify the alleged infringing party of notice of the alleged infringement.**
- **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 or 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.**
Campus Safety Policies

The University Campus Safety policies at http://cdn.assets-phoenix.net/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf 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:

- Alcohol and other drug abuse
- Annual crime statistics
- Available counseling and assistance resources
- Crime prevention
- Crime Reporting
- Emergency Mass Notification
- Information related to campus safety
- Legal effects of alcohol and other drug use
- Prohibited use or distribution of alcohol and other drugs
- Safety and awareness
- Sex offender registry
- Sexual assault policy and prevention

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. Visit http://www.phoenix.edu/about_us/campus-safety/campus-safety-policies.html to access a PDF file of University of Phoenix Campus Safety Policies.

Campus Crime Statistics

This report is compiled in conjunction with University of Phoenix Campus Safety Policies. The following statistics are in accordance with definitions used in the Uniform Crime Reporting System of the Department of Justice and FBI. 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.phoenix.edu/about_us/campus-safety/campus-crime-statistics.html or by requesting a printed copy from your local campus security authority (contact information can be viewed at http://www.phoenix.edu/about_us/campus_safety/campus_safety_contact_list.html).

Register to Vote

The National Mail Voter Registration Form can be used to register U.S. citizens to vote, to update registration information due to a change of name, make a change of address or to register with a political party. You must follow the state-specific instructions listed for your state. After completing the form, you must sign your name where indicated and send it to your state or local election office for processing.

The national form also contains voter registration rules and regulations for each state and territory. For more information about registering to vote, contact your state election office at http://www.eac.gov/voter_resources/contact_your_state.aspx. Register to vote by following your state-specific instructions and using the National Mail Voter Registration form at http://www.eac.gov/voter_resources/register_to_vote.aspx.

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 provide notice of each institution of higher education in that state at which the offender is employed or is a student.

To learn the identity of registered sex offenders on or near a campus, or anywhere in the United States, visit the Sex Offender data-bases at http://www.sxoffender.com or http://nsopr.gov/. You can search by city, county or ZIP code. This information is collected by other agencies, and this institution cannot guarantee this information is correct or complete. The information provided here is intended to be in compliance with the 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.

Emergency Mass Notification Policy

Apollo Education Group (Apollo), and University of Phoenix (UoPX) have established an emergency mass notification process that includes emergency escalation processes, mass notifications, and supporting systems. These processes enable Apollo and UoPX to contact or send notices, alerts or warnings without delay to employees, faculty, and students in the event of an emergency, dan-
dangerous or otherwise high-risk situation at a UoPX site.

Apollo Education Group, Inc., 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 UoPX site or that significantly disrupts programs and activities.

The Emergency Mass Notification Policy applies to all employees, faculty, and students of UoPX in the event of an emergency, dangerous or otherwise high-risk situation at a UoPX site.

The policy can be viewed in its entirety in the Campus Safety Policies at http://cdn.assets-phoenix.net/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf or by requesting a printed copy from your local campus.

**Campus Security Authority Contact List**

University of Phoenix campus security authorities assist in the safety of the University community by serving as contacts for University security issues. A current list of security contacts can be viewed at http://www.phoenix.edu/about_us/campus_safety/campus_safety_contact_list.html.

**Alcohol and Other Drug Abuse Prevention**

Drug abuse affects all aspects of life. It threatens the workplace as well as 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 (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 viewed in the Campus Safety Policies document http://www.phoenix.edu/about_us/campus-safety/campus-safety-policies.html.

**Prohibition of Illicit Drug Use**

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

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

**Federal Financial Aid Penalties for Drug Violations**

According to the Higher Education Act (HEA), students convicted for a drug offense that occurred during a period of enrollment while they were receiving Federal Financial Aid may lose eligibility for Federal Aid. Federal Aid includes Federal Pell and SEOG Grants, Federal Work Study, Federal Perkins Loan, Federal Stafford Loan, Federal Plus Loan, Graduate Plus Loan and other financial assistance.

The Free Application for Federal Student Aid (FAFSA) asks students if they have been convicted of a drug-related offense. If the student answers ‘Yes’ to the question then they will be sent a worksheet by the federal processing center in order to determine if the conviction affects eligibility for aid. Should the financial aid office be notified that a student has been convicted of sale or possession of illegal drugs, the financial assistance will be suspended immediately. If a conviction was reversed, set aside, or removed from the student’s record it does not count. Convictions occurring during periods of non-enrollment do not count. In addition, any conviction received as a juvenile does not count, unless they were tried as an adult.

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


**Penalties for Drug Convictions**

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

**Possession of Illegal Drugs:**

- First offense: Loss of eligibility for federal financial aid for two years from the date of conviction.
- Second offense: Loss of eligibility for federal financial aid for three years from the date of conviction.
- Third offense and subsequent offenses: Indefinite ineligibility for federal financial aid from the date of conviction.

**Sale of Illegal Drugs:**

- First offense: Loss of eligibility for federal financial aid for two years from the date of conviction.
- Second offense and subsequent offenses: Indefinite ineligibility from the date of conviction.

**How to Regain Eligibility**

The student may regain eligibility:

- The day after the period of ineligibility ends,
- When they successfully complete a qualified drug rehabilitation programs, or
- If the student passes two unannounced drug tests given by a qualified rehabilitation program.

Students denied eligibility for an indefinite period can regain it after successfully completing a qualified 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).

If the student regains eligibility during the award year, they should notify the financial aid office immediately so that they might receive any eligible financial aid which they are entitled to receive.

It is the student’s responsibility 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.

**Qualified Drug Rehabilitation Program**

A qualified drug rehabilitation program must include at least two unannounced drug tests and must satisfy at least one of the follow-
ing requirements:
• Be qualified to receive funds directly or indirectly from a federal, state, or local government
• Be qualified to receive payment directly or indirectly from a federally or state-licensed insurance company
• Be administered or recognized by a federal, state or local government agency or court
• Be administered or recognized by a federal or state-licensed hospital, health clinic, or medical doctor.

Convictions during Enrollment
Federal regulations require enrolled students convicted of a drug offense after receiving federal financial aid to notify Student Financial Services immediately. The student may be ineligible for further aid in that academic year and required to pay back all federal aid received after the date of the conviction. The Student Financial Services will work with the student regarding all of the available options.

Institutional Sanctions for Alcohol and Drug Violations
Any member of the University community found consuming or selling illegal 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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STUDENT CODE OF CONDUCT

The 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-sanc-
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 impact 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. 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.

   - 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 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. In 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 be destroyed in order to maintain confidentiality.

e. Decision - the facilitator delivers a summary report, generally containing findings of fact and recommendations, to the Campus Director of Academic Affairs or the Campus Director of Operations (or designee), who has the ultimate authority to accept, reject, or modify the recommendations of the Ethics Committee and render the decision. All tasks related to the Student Code of Conduct procedure must be completed in the appropriate system by the Campus Director of Academic Affairs or the Campus Director of Operations within 45 days.

i. The decision will be communicated to the student by the decision maker.

ii. In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, the University of Phoenix will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student(s) who is/are the alleged perpetrator(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. Any decision which affects a student's enrollment or academic status will 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 (SDRC) in the Office of Dispute Management (ODM) and must be endorsed before the campus 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 SDRC in the ODM within ten (10) days of receiving the campus 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 shall be communicated directly to the student and the campus, except in the case of a decision by the SDRC supporting a campus recommendation of expulsion (see f.ii. 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 Executive Vice President of Administrative Services, 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.

2. Student Records Code of Conduct - An alleged violation of the Student Code of Conduct that relates to student records will be for-
warded in writing to the Registrar.

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.

c. 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.

d. Student Response
   i. A student response acknowledging guilt will be sent to the Registrar, 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.

e. Registrar’s Committee:
   i. After the Apollo Ethics and Compliance Department’s investigation is completed and the student has responded to the Charging Letter, a Registrar’s Committee will be convened to review the file, make findings of facts and recommendations to the Registrar (a designee may be appointed if the Registrar has recused himself/herself).
   ii. 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.
   iii. 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.
   iv. 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.
   v. 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.

f. Decision - the facilitator delivers a summary report, generally containing findings of fact and recommendations, to the Registrar (or designee), who has the ultimate authority to accept, reject, or modify the recommendations of the Registrar’s Committee and render the decision.
   i. The decision will be communicated to the student by the decision maker.
   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.

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. In accordance with the requirements under the HEOA, if a violation is found, 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.

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 Registrar, except in the case of a decision by the SDRC supporting a Registrar recommendation of expulsion (see g.ii. 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 Executive Vice President of Administrative Services, 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.

3. Title IX Student Code of Conduct - An alleged violation of the 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-5907, 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, Assistant 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 Packets are required to be destroyed in order to maintain confidentiality.

f. Sanctions:
   i. If a violation is found, disciplinary sanctions will be based on the seriousness of the situation and may include, but are
DISPUTE RESOLUTION POLICY AND PROCEDURES

The following policy and procedures are to be used to resolve disputes by both current and former students of the University. The policy applies to all students who applied to the University for the first time or as a re-entry student with an enrollment agreement executed on or after September 1, 2012. Students who change from one program to another program at a different degree level (for example, a student who changes from an associate-level program to a bachelor-level program) will be considered newly entering students for purposes of this policy. 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 or the University, involving the student’s interactions with the University, shall be decided and must be endorsed before the Title IX Coordinator communicates that sanction to the student.

Step One: Internal Resolution

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

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

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, complainant, and the Registrar, except in the case of a decision by the SDRC supporting a Registrar recommendation of expulsion (see f.ii. 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 Executive Vice President of Administrative Services, 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.

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.

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

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

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

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

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 toward 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 agreeing 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 Two: Mediation

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 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.

3. The parties shall select the neutral arbitrator and/or arbitration sponsoring organization by mutual agreement. If the parties cannot mutually agree to an arbitrator and/or arbitration sponsoring organization, the arbitration will be held and the arbitrator selected under the auspices of the American Arbitration Association (AAA). Except as provided in this Arbitration Agreement, the arbitration shall be held in accordance with the then current Commercial Arbitration Procedures of the AAA. The AAA rules are available at http://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, University of Phoenix at 4025 S. Riverpoint Parkway, Mail Stop: CF-KX01, Phoenix, AZ 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 discovery by bringing dispositive motions, 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 as 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 prehearing 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 the ODM.

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

Academic Advisement
All students are provided the opportunity to communicate with a representative throughout the duration of their program. This advisement can provide students with a preliminary evaluation of their academic status prior to admission and the requirements they must satisfy for both admission 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 time as indicated in the institutional or programmatic re-entry policy 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.

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.

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.

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.

En-route Credential (EC) Status
Students who are pursuing an en-route credential on the way to earning a higher level degree program will be placed on En-route Credential (EC) admission status for the lower level program being earned en-route. Student’s admissibility as a regular student will be enforced and maintained under the degree program of pursuit associated with the student’s enrollment agreement.

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.

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.

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 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.

**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.

**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.

**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.

**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 the amount of time designate by the re-entry policy will be placed on Re-entry Required (RE) admission status. Students placed on Re-entry Required (RE) status will be required to re-enter the most current program/version in their state or jurisdiction and submit an admission application, enrollment agreement and any other documents as required by the new program.

**Student Academic Statuses**

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

**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 program applicable 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**

Scholastic Disqualification results when a student does not meet a minimum grade requirement for a course in their program. 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. 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 Director of Academic Affairs and the Dean of the College for the new program/version.

The University will note the date a student is placed on and removed from Scholastic Disqualification 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.

**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. Students on Scholastic Suspension will be administratively withdrawn from the university. 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 date a student is placed on and removed from Scholastic Suspension on the permanent transcript. A student may appeal to the Student Appeals Center to have the Scholastic Suspension removed if it is based on progression requirements. A student may appeal to the Student Discipline Review Committee to have the Scholastic Suspension removed if it is based on a violation of the Student Code of Conduct. A student may appeal to the Central Administration Appeals Committee to have the Scholastic Code of Conduct. A student may appeal to the Student Suspension removed if it is based on a violation of the Student Appeals Center to have the Scholastic Suspension removed if it is based on progression requirements. A student may appeal to the Central Administration Appeals Committee to have the Scholastic Suspension removed if it is based on a Supplemental Standards Withdrawal from the program.

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 consecutive completed program applicable courses. Students who have been Disqualified for Admission 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 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, 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
Students will be placed on Academic Probation when their program grade point average (GPA) falls below the minimum GPA for their program. Students on Academic Probation status are restricted to a period of four consecutive completed program applicable courses to bring their GPA to the minimum requirement for their degree program. Concurrent enrollment is prohibited during the four course AP sequence. 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 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. 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.

Withdrawn for Nursing License or Liability Insurance (WL)
Student withdrawn from course for failure to maintain verification of current RN license and/or professional liability insurance in his/her student file. The student will also be administratively withdrawn from the university.

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.azpps.e.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 06105-2526; 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) 557-1739, website: www.ibhe.org.
- In Indiana, the 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.
In Iowa, the student may contact the Iowa College Student Aid Commission, 1000 SW Jackson, Suite 520, Topeka, KS 66612-1368; telephone (785) 296-4936, 785-296-4917.

In Kentucky, the student may contact the Kentucky Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, KY 40601-8204; telephone (502) 573-1555 ext. 350.

In Louisiana, the student may contact the State of Louisiana Board of Regents, P.O. Box 3677, Baton Rouge, LA 70821; telephone (225) 342-4253.

In Maryland, the student may contact the Maryland Higher Education Commission, 6 N. Liberty St., Baltimore, MD 21201; telephone (800) 974-0203.

In Maryland, the 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.

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

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

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

In Mississippi, the student may contact the Mississippi Commission on College Accreditation, 3825 Ridgewood Road, Jackson, MS 39211, Telephone (601) 432-6372.

In Missouri, the student may contact the State of Missouri Coordinating Board for Higher Education, 205 Jefferson Street, Jefferson City, MO 65101; telephone (573) 751-2361.

In Nebraska, the student may contact the Coordinating Commission for Postsecondary Education, P.O. Box 95005, Lincoln, NE 68509-5005; telephone (402) 471-0020, (402) 471-2847.

In Nevada, the student may contact the Nevada Commission on Postsecondary Education, 3663 E. Sunset Road, Suite #202, Las Vegas, NV 89120; telephone (702) 486-7330.

In New Jersey, the student may contact the New Jersey Secretary of Higher Education, 20 W. State Street, PO Box 542 Trenton, NJ 08625-0542; telephone (609) 292-4310, (609) 984-2709.

In New Mexico, the student may contact the New Mexico Higher Education Department, 2048 Galisteo Street, Santa Fe, NM 87505-2100; telephone (505) 476-8400; website: www.hed.state.nm.us/Complaint_3.aspx.

In North Carolina, the student may contact the Board of Governors of the University of North Carolina, General Administration, 910 Raleigh Road Chapel Hill, NC 27515-2688; telephone (919) 962-4538.

In Ohio, the student may contact the Ohio Board of Regents, registration number 1154320, 25 South Front Street, Columbus, OH 43215; telephone (614) 466-6000.

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

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

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

In Puerto Rico, the student may contact the Consejo de Educacion Superior de Puerto Rico / Puerto Rico Council on Higher Education, PO Box 19900, San Juan, Puerto Rico 00910-1900; telephone (787)-724-7100 ext 2022 or ext 2016.

In South Carolina, the student may contact the Nonpublic Postsecondary Institution Licensing, 1333 Main Street, Suite 200, Columbia, SC 29201; telephone (803) 737-2281.

In Tennessee, the student may contact the Tennessee Higher Education Commission, Parkway Towers, Suite 1700, 404 James Robertson Pkwy, Nashville, Tennessee 37243-0830; telephone (615) 741-3605.

In Texas, the student may contact the Texas Higher Education Coordinating Board, P.O. Box 12788, Capitol Station, Austin, TX 78711; telephone (512) 427-6520.

In Utah, the student may contact the Utah System of Higher Education State Board of Regents, 60 South 400 West, Salt Lake City, UT 84101-1284; telephone (801) 321-7103.

In Virginia, the student may contact the Commonwealth of Virginia Council of Higher Education, James Monroe Building, 101 North Fourteenth Street, Richmond, VA 23219; telephone (804) 225-2600.

In Washington DC, the student may contact the Government of the District of Columbia Education Licensure Commission, 810 1st Street, NE, 2nd Fl., Washington, DC 20002; telephone (202) 727-2824.

In West Virginia, the student may contact the West Virginia Higher Education Policy Commission, 1018 Kanawha Boulevard East, Suite 700, Charleston, West Virginia, 25301, telephone (304) 558-2101.

In Wisconsin, the student may contact the Wisconsin Educational Approval Board, 201 W. Washington Ave., 3rd Floor, Madison, WI 53703; telephone (608) 266-1996, (608) 266-1996.

In Wyoming, the student may contact the Wyoming Department of Education, Hathaway Bldg., 2Floor, 2300 Capitol Avenue, Cheyenne, WY 82002-0050; telephone (307) 777-5712. You may obtain a copy of the University's accreditation and/or license documents, or information on how to contact any of the agencies that regulate the University, by contacting the Apollo Legal Department at (602) 557-1554.

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. 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

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. Faculty members are required to post final grades within seven days of completion of the course.
be complied with by all faculty

\begin{tabular}{|c|c|c|}
\hline
Grade & Quality Points & Grade & Quality Points \\
\hline
A & 4.00 & C– & 1.67 \\
A– & 3.67 & D+ & 1.33 \\
B+ & 3.33 & D & 1.00 \\
B & 3.00 & D– & .67 \\
B– & 2.67 & F & .00 \\
C+ & 2.33 & \\
C & 2.00 & \\
I & Incomplete & \\
IP & In Progress & \\
IX & In Progress extension & \\
W & Withdrawal & \\
W/F & Withdrawal failing & \\
P & Passing & \\
AU & Audit & \\
QC & No grade awarded & \\
NC & No credit & \\
WC & Waived with credit & \\
\hline
\end{tabular}

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.

*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.

*IX = IN PROGRESS EXTENSION

An IX grade may be awarded in the following instances:

- This grade is awarded to eligible students who require reasonable accommodations under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act of 1973 (collectively, "ADA Accommodations") and to students for medically-necessary accommodations due to pregnancy, pregnancy-related conditions or childbirth ("Title IX Exceptions").
- A new IX course completion date must be determined by the disability services advisor for ADA accommodations. Classroom Operations will determine the IX course completion date for Title IX exceptions based on supporting documentation. Campus Academic Affairs and Faculty should not request nor collect medical documentation for IX extensions (Title IX exceptions).
- Students who receive an IX grade will be granted additional time to complete the course without penalty.
- IX grade will default to an F when the course exceeds its deadline date and no grade has been submitted.
- An IX grade is not calculated into the GPA.

*QC = No grade awarded.

*IP = INCOMPLETE

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

Incomplete grades shall be granted for active duty military personnel, regardless of component and including reserve and National Guard personnel who are deployed in operational war zones or in adjacent geographic areas in support of operational war zones. An "operational war zone" is, for purposes of this policy, defined as an area of operations where military personnel are engaged in active conflict or in post-conflict activities. If the student would like an opportunity to complete the course while deployed, an incomplete "I" grade can be issued instead of a "W" grade. The "I" grade may be issued with an initial extension of six (6) weeks beyond the traditional five (5) week extension. The practice of requiring final grades to be lowered by one full letter grade as a result of the incomplete "I" grade shall be waived for deployed students.

An IP grade may be awarded in the following instances:

- IP grade 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.

An IX grade is not calculated into the GPA.

*QC = No grade awarded.

*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 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.

**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 reached the maximum allowable number of absences. Quality points are 0.00; the grade is not calculated in the GPA.

**NC = NO CREDIT**

Student withdrew from the course; no grade was issued.

**WC = WAIVED WITH CREDIT**

University of Phoenix required course, waived with credit.

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

**Grade Reports and Transcripts**

At the end of each course, the faculty member submits and posts grades for each student. Students can view their course information including grades, GPA, program information and scheduled courses online at https://ecampus.phoenix.edu. Students who require grade verification must request an Official Grade Card or may print a grade summary from the student website. University of Phoenix students may also request a grade verification letter through 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 institutions will be included on the transcript. If itemized information for these credits are needed, the student must contact the school where the credits were completed.

**Grade Disputes and Grade Corrections**

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

Grades on individual assignments may be changed by the faculty at anytime while the course is in session. Students’ grades may not...
be changed by the faculty member after final grades have been submitted unless the student initiates the grade dispute process or 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 as some other institutional requirements or restrictions may apply. 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 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 by the majority of campuses. 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. Bachelor’s degree and Master’s degree 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.)

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 PHD/IO &amp; EdS</td>
<td>within 6 years</td>
</tr>
<tr>
<td>PHD/IO</td>
<td>within 9 years</td>
</tr>
<tr>
<td>EdS</td>
<td>within 3 years</td>
</tr>
</tbody>
</table>

Disclaimer on Job Placement

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

Academic Quality and Outcomes Assessment- Ensuring Consistent Quality

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 solicits 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.
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 to 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
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Admission Procedures

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

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

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

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

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

Official Transcript Time Limits
All official transcripts must show an issuance date not more than one year prior to receipt by the University. This is to ensure that all prior course work is reflected on the transcript. Official foreign records do not have the same time limit issuance requirements, as these documents may be difficult to obtain. This exception does not apply to Canada or U.S. territories.

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 institution where 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 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.

* 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

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.

University Orientation Workshops

Applicants to designated undergraduate programs requiring the Workshop for admission who list less than 24 previous college credits as recognized by the University on the admissions application are required to successfully complete a three week University Orientation Workshop (UNIV 100 for Online or UNIV 101 for local campus) prior to attending a credit bearing degree applicable course. The following define the University Orientation Workshop statuses:

Orientation Complete (OC): Applicant has attended all three weeks and successfully submitted all assignments.
Orientation Not Complete (ON): Applicant has not successfully completed all Orientation requirements and will remain on Orientation Pending (OP) admission status. Applicants will be allowed two unsuccessful 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): An extension has been awarded to eligible applicants who require reasonable accommodations under Americans with Disabilities Act (ADA). If an applicant does not fulfill the Orientation Workshop requirements at the end of the extension period, the OX status will default to Orientation Not Complete (ON) status.
Orientation Complete (OC) and Orientation Not Complete (ON) completion statuses are not considered grades and will not be calculated in the grade point average (GPA).

Students who were previously admitted to the University are not required to complete the University Orientation Workshop.

**Risk Free Period Policy**

Students enrolled in programs that are eligible for 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 eligible for the risk free period policy. First time attendees who indicate less than 24 previous college credits (as recognized by the University) on the admission application, who have not previously been admitted as a regular student to the University, and 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 Admitted with Condition 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 prior to 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 that are eligible for the risk free period policy are indicated as such in the "General Information" section of the program’s policy in the catalog.

**Academic Progression Requirements**

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

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

**First-Year Sequence**

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

- All students entering undergraduate degree programs (other than LVN/BSN, LPN/BSN, BSN, BLS, and BSED/E) who have fewer 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 following First-Year Sequence:
- First-Year Sequence students must satisfy all seven (7) required courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- SOC 110 is an optional course. Students choosing to take SOC 110 may take the course any time after GEN 195.

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

**Preferred Sequence**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 195</td>
<td>(Required as first course)</td>
<td>3 credits</td>
</tr>
<tr>
<td>COM 170</td>
<td>Foundations of University Studies</td>
<td>3 credits</td>
</tr>
<tr>
<td>COM 172</td>
<td>Elements of University Composition and Communication I</td>
<td>3 credits</td>
</tr>
<tr>
<td>HUM 114</td>
<td>Elements of University Composition and Communication II</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 211</td>
<td>Critical Thinking and Creative Problem Solving</td>
<td>3 credits</td>
</tr>
<tr>
<td>SCI 163</td>
<td>Essentials of Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>FP 120</td>
<td>Essentials of Health and Wellness</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 110</td>
<td>Essentials of Personal Finance</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Teamwork, Collaboration, and Conflict Resolution

- 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
  - Exception: Prior Learning Assessment (PLA) credits do not apply to towards any of the First-Year Sequence courses.
  - 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.
• 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, SOC 110, 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.
• Non-degree students may not enroll in any 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.

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.

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.

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.

SOC 110 .................................................................................. 3 credits

Teamwork, Collaboration, and Conflict Resolution
This course provides an applied approach to teambuilding, collaboration, and conflict resolution. Students will understand and apply these concepts within academic and professional settings. Students will develop structures, processes, and strategies to create and maintain effective teams. Gender, cultural, and individual considerations in team dynamics will also be explored.

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.

• Successful completion of basic skills exam (students in College of Education programs only)

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. An 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 nationally accredited associate degree granting candidates for accreditation college or university.

Students who need additional academic credits to graduate should contact an Academic representative to ensure that there is no duplication or regression of previously completed course work.

General Education

In its commitment to help working adults achieve their professional and personal goals, the University of Phoenix endorses the role of general education in ensuring student success in the classroom, the workplace, and the community. The general education curriculum, which is developed through the College of Arts and Sciences, provides instruction that focuses on skills in communication, critical thinking, and computation, and fosters a philosophical orientation that enables students to function as productive members of society. The University’s general education program embraces four goals:

• To refine students’ abilities to apply problem-solving skills in many settings and contexts.

• To promote students’ active awareness of their relationships to the natural, social, and cultural environments.

• To develop students’ appreciation for and commitment to lifelong learning.

• To prepare students with competencies needed to fully benefit from and successfully complete their professional programs of study.

Undergraduate general education requirements emphasize the mastery of competencies within the respective frameworks of mathematics and physical sciences, life sciences, technology, communication arts, social sciences, and humanities. Students are required to demonstrate proficiency in written and oral communications, in the handling and use of quantitative information, and the application of analytic and synthetic-creative thinking skills.

This background provides students with the perspectives needed for meaningful self-examination of personal and social values, as well as enhanced ability to understand and cope with social, technological, and cultural change.

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

Liberal Arts Components

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

Communication Arts, credit requirements vary by program

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

English/Language Arts, credit requirements vary by program

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

Mathematics, credit requirements vary by program

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

Social Sciences, credit requirements vary by program

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

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

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

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

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).
We prepare future leaders for business excellence. Consistent with the values, mission, and purpose of the University of Phoenix, the mission of the School of Business is to provide effective and accessible higher education that prepares its students to be ethical practitioners and leaders. Our goal is to make a difference in the lives of our students and their organizations. We achieve this by always acting with a sense of social responsibility and in a manner consistent with our core values.

In particular we:
- Define quality as standards-based, industry-aligned, career-relevant educational curriculum, linked to current and future business needs
- Commit to excellence in teaching and to leveraging innovative teaching methodologies
- Be relentless in driving institutional self-assessment and continuous quality improvement

### 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: Boston. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom 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

<table>
<thead>
<tr>
<th>Introductory Course</th>
<th>3 total credits</th>
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<tbody>
<tr>
<td>GEN 200 (For A Track only)</td>
<td>3 credits</td>
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<tr>
<td>GEN 195 (For B Track only)</td>
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<table>
<thead>
<tr>
<th>Foundations of University Studies</th>
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<tbody>
<tr>
<td>BIS 220</td>
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<td>MGT 230</td>
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<td>GEN 195</td>
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#### Accounting, 6 total credits

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<td>ACC 290 ~</td>
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<td>ACC 291 ~</td>
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<table>
<thead>
<tr>
<th>Principles of Accounting I</th>
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<tr>
<td>Principles of Accounting II</td>
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<table>
<thead>
<tr>
<th>Ethics &amp; Social Responsibility, 3 total credits</th>
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<tbody>
<tr>
<td>ETH 316</td>
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<table>
<thead>
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<th>Ethics and Social Responsibility</th>
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<tr>
<td>ETH 316</td>
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<tr>
<th>Economics, 6 total credits</th>
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<td>ECO 372</td>
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<td>Principles of Microeconomics</td>
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<tr>
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<tr>
<td>LAW 421</td>
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<tr>
<th>Contemporary Business Law</th>
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<td>LAW 421</td>
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<tr>
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<td>FIN 370</td>
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<tr>
<th>Finance for Business</th>
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<td>FIN 370</td>
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<thead>
<tr>
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<tbody>
<tr>
<td>MKT 421</td>
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<tr>
<td>MKT 421</td>
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<thead>
<tr>
<th>Research and Statistics, 6 total credits</th>
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<tbody>
<tr>
<td>QNT 351</td>
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<tr>
<th>Quantitative Analysis for Business</th>
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<tr>
<td>QNT 351</td>
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<tr>
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<td>BUS 475</td>
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<tr>
<th>Integrated Business Topics</th>
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<tr>
<td>BUS 475</td>
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Students must select one concentration in a particular area of study at the time of enrollment. Students may also complete an additional concentration. Please contact your academic representative for more information.

#### Accounting Concentration

The Accounting Concentration promotes identification with and orientation to the accounting profession and is designed to provide knowledge skills, and abilities necessary for a career in accounting. Core competencies in technology, critical thinking, and communication are emphasized throughout the curriculum. The program also utilizes specific accounting problem-solving software to provide students with practical knowledge of the accounting field.

Students have broad exposure to varied business disciplines, including management, organizational behavior, economics, and finance, and learn how the general manager integrates these disciplines to meet the strategic goals of the organization.

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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ACC 349</td>
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<table>
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<tr>
<th>Cost Accounting</th>
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<tbody>
<tr>
<td>ACC 421</td>
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</tbody>
</table>
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
OI 370 ................................................................. 3 credits
Innovation for the 21st Century
PHL 410 ................................................................. 3 credits

Finance Concentration

The Finance Concentration emphasizes fundamental and advanced financial concepts, theories, and practices to promote well-informed financial decision making. The Finance Concentration allows students to examine the areas of finance for decision making, financial risk management, mergers, acquisitions, and corporate restructuring, investment analysis and portfolio management, and global finance. Students will integrate advanced topics in financial management through real-world business application. Financial managers need many different skills. Interpersonal skills are important because these jobs involve managing people and working as part of a team to solve problems. Financial managers must have excellent communication skills to explain complex financial data. Since financial managers work extensively with various departments in their firm, a broad understanding of business is essential. Financial managers should be creative thinkers and problem-solvers, applying their analytical skills to business. They must be comfortable with the latest computer technology. Financial managers must have knowledge of international finance because financial operations are increasingly being affected by the global economy.

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

FIN 419 ................................................................. 3 credits
Finance for Decision Making
FIN 486 ................................................................. 3 credits
Strategic Financial Management

Students must choose three of the following courses:

FIN 366 ................................................................. 3 credits
Financial Institutions
FIN 375 ................................................................. 3 credits
Financial Management in the Small Business
FIN 402 ................................................................. 3 credits
Investment Fundamentals and Portfolio Management
FIN 410 ................................................................. 3 credits
Working Capital Management
FIN 415 ................................................................. 3 credits
Corporate Risk Management
FIN 420 ................................................................. 3 credits
Personal Financial Planning
FIN 444 ................................................................. 3 credits
Mergers, Acquisitions, and Corporate Restructuring
FIN 467 ................................................................. 3 credits
Real Estate Investment

Global Management Concentration

The Global Business concentration emphasizes fundamental principles and practices of conducting global business activities. Components include: international marketing, international trade and investment, global finance, global human resource management, and global value-chain management. Students will integrate advanced topics in global business through real-life applications. The program promotes the development of a "global mindset" and reflects the dynamic nature of global business realities.

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

GBM 380 ................................................................. 3 credits
Global Business
GBM 381 ................................................................. 3 credits
International Trade
HRM 350 ................................................................. 3 credits
International Human Resource Management
ISCOM 383 ........................................................... 3 credits
Human Resource Management Concentration

Students must choose three of the following courses:

- BUS 443 ~ ................................................................. 3 credits
- The Human Resource Management Concentration introduces students to the basic concepts of human resource management, 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, visit our website at http://www.phoenix.edu/programs/bsb-hrm.

Green and Sustainable Enterprise Management

- HRM 310 ~ .............................................................. 3 credits
- Students must choose three of the following courses:
- HRM 326 ~ .............................................................. 3 credits
- Total Compensation
- HRM 324 ~ .............................................................. 3 credits
- Change Management
- MGT 426 ~ .............................................................. 3 credits
- Employee Development
- MGT 360 ~ .............................................................. 3 credits
- Human Resource Risk Management
- OI 361 ~ ................................................................. 3 credits
- Strategic Human Resource Management
- OI 370 ~ ................................................................. 3 credits
- Business Sustainability
- HRM 420 ~ .............................................................. 3 credits
- Human Resource Risk Management
- BUS 372 ~ .............................................................. 3 credits
- Business Sustainability Standards
- GBM 489 ~ .............................................................. 3 credits
- Strategic Topics in Global Business Management
- Strategic Management
- HRM 324 ~ .............................................................. 3 credits
- Total Compensation
- HRM 326 ~ .............................................................. 3 credits
- Change Management
- MGT 411 ~ .............................................................. 3 credits
- Employee Development
- MGT 420 ~ .............................................................. 3 credits
- Human Resource Risk Management
- MGT 360 ~ .............................................................. 3 credits
- Market Discovery and Validation in Early-stage Enterprises
- OI 361 ~ ................................................................. 3 credits
- Change Management
- OI 370 ~ ................................................................. 3 credits
- Performance Management
- BUS 372 ~ .............................................................. 3 credits
- Business Sustainability Standards
- GBM 489 ~ .............................................................. 3 credits
- Strategic Topics in Global Business Management
- Strategic Management
- HRM 324 ~ .............................................................. 3 credits
- Total Compensation
- HRM 326 ~ .............................................................. 3 credits
- Change Management
- MGT 411 ~ .............................................................. 3 credits
- Employee Development
- MGT 420 ~ .............................................................. 3 credits
- Human Resource Risk Management
- OI 361 ~ ................................................................. 3 credits
- Change Management
PHL 410 ~ .......................................................... 3 credits
Classical Logic
MUS 320 .......................................................... 3 credits
The Music Business Today

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 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 Concentration
The Public Sector concentration focuses on the efficient and effective utilization of public resources to achieve the public purpose within a state, local, or not-for-profit environment. The concentration emphasizes the foundations of public policy, program development, implementation and valuation, human resources and labor relations, and public finance. Students will develop powerful leadership skills enabling them to successfully manage complex public programs.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-ps.
BPA 303 ~ .......................................................... 3 credits
Public Programs: Implementation and Evaluation in a Dynamic Environment
BPA 406 ~ .......................................................... 3 credits
The Public Leader: Integration and Application

Students must choose three of the following courses:
BPA 301 ~ .......................................................... 3 credits
Foundations of Public Administration
HRM 330 ~ .......................................................... 3 credits
Human Resources and Labor Relations in Public Service
FIN 380 ~ .......................................................... 3 credits
Financial Management of Non-Profit Organizations
ACC 460 ~ .......................................................... 3 credits
Government and Non-Profit Accounting
MKT 438 ~ .......................................................... 3 credits
Public Relations

Small Business Management & Entrepreneurship Concentration
The Small Business Management concentration provides students with a course framework built around small business planning, financial management, and integrated business topics on entrepreneurship and small business management. Within the concentration, students can elect to study advanced concepts in small business marketing, leadership, family business management, operations management, and business law for entrepreneurs. They may also elect to explore in more depth either small business management or entrepreneurship studies as a function of their concentration electives. Students graduating with the Small Business Management concentration will be prepared to address the challenges and opportunities specific to small business management and entrepreneurship.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-sbe.
MG 401 ~ .......................................................... 3 credits
The Small Business: Structure, Planning and Funding
MG 418 ~ .......................................................... 3 credits
Evaluating New Business Opportunities
FIN 375 ~ ................................................................. 3 credits
Financial Management in the Small Business
MKT 431 ~ ................................................................. 3 credits
Small Business Marketing
MGT 465 ~ ................................................................. 3 credits
Small Business and Entrepreneurial Planning

Service Sector Concentration
The Service Sector concentration focuses the student on the service environment. The program emphasizes skill development in strategic management, marketing, supply management, product and brand management, service operations, merchandising, and personnel management unique to the service industry, which includes retail, hospitality, lodging, restaurant, and gaming management. Upon completion of this program students will possess the knowledge and skills necessary to be leaders in the service industry.

Students must choose three of the following courses:
BRM 355 ~ ................................................................. 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

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, 6 credits
A Track must include: COMM 215, equivalent or higher
B Track must include: COM 170 and COM 172

Mathematics, 6 credits
Must include MTH 209 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: HLM 114

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

Additional Liberal Arts, 6 credits
Interdisciplinary Component, 18 credits
B Track must include: FP 120

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.

Additional Academic Progression Requirements for the BSB
- 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 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.
• 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 498, MGT 420, MGT 465, MGT 470, MGT 488, MGT 498, MKT 498, OI 466, SUS 300

Course Descriptions for the BSB
GEN 200 ...................................................................................3 credits

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

GEN 195 ...................................................................................3 credits

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

BCOM 275 ...................................................................................3 credits

Business Communications and Critical Thinking
This course introduces students to the foundations of communication in a business setting. Students will develop skills in critical thinking and decision making through the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics and cross-cultural communication, personal communication styles, solving organizational problems, and the evaluation of an organization’s strategic direction.

BIS 220 ...................................................................................3 credits

Introduction to Computer Applications and Systems
This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office™ tools including 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 envi-
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. Students will learn to critically examine 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 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 Accounting Concentration

ACC 349 ........................................................................................................... 3 credits

Cost Accounting

This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.

ACC 421 ........................................................................................................... 3 credits

Intermediate Financial Accounting I

This course examines the conceptual framework of accounting, including cash versus accrual accounting, the income statement and balance sheet, the time value of money, revenue recognition, statement of cash flows and full disclosure issues.

ACC 422 ........................................................................................................... 3 credits

Intermediate Financial Accounting II

This course is the second of the three part series of courses related to intermediate accounting. This section examines the balance sheet in more detail, including intangible assets, current liabilities and contingencies, long-term liabilities, stockholder’s equity, and earnings per share. The course finishes with a look at investments and revenue recognition. Interwoven in the presentation of the
material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 423 ...................................................................................3 credits

Intermediate Financial Accounting III
This course is the third of a three-part series of courses related to intermediate accounting. This course examines owner’s equity, investments, income taxes, pensions and post-retirement benefits, as well as changes and error analysis. The course finishes with a look at derivative instruments. 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).

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.

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 444..................................................................................... 3 credits

Working Capital Management
Working Capital Management This course covers the basics of working capital management with emphasis on how firms manage current assets and liabilities to ensure the organization has sufficient cash to pay day-to-day bills and meet short-term obligations. The balance between risk and return is emphasized. Some of the basic techniques of financial forecasting, accounts receivable and inventory management will also be explored.

FIN 415..................................................................................... 3 credits

Corporate Risk Management
This course will provide students with the elements of corporate risk management in a competitive business environment. Emphasis will be placed upon the identification, measurement, management, and planning aspects of risk management, as well as trends and developments in the business environment. Insurance considerations in corporate risk management will also be addressed. Students will utilize newly acquired knowledge and techniques to develop a corporate risk management plan that will maximize value for the organization and stakeholders.

FIN 420..................................................................................... 3 credits

Personal Finance
This course provides an introduction to personal financial planning. Personal financial goals are examined with a focus on investment risk and returns, markets, and analysis tools useful in assessing financial situations.

FIN 444..................................................................................... 3 credits

Mergers, Acquisitions, and Corporate Restructuring
This course prepares students to analyze merger and acquisition (M&A) opportunities in ways that will maximize corporate value and shareholder wealth in a competitive market environment. Special emphasis is placed on the identification, screening, selection, evaluation, and financing of M&A activities. Additionally, the course examines business failures and restructuring strategies.

FIN 467..................................................................................... 3 credits

Real Estate Investment
This course explores the techniques of real estate investment analysis, including financing, taxes, and decision making criteria in today’s real estate investment environment.

Course Descriptions for the Global Management 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 explores 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
Marketing 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 business implications for human resource professionals today.

HRM 498 3 credits

Strategic Human Resource Management and Emerging Issues
This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with business strategies, and the emerging issues facing business.Students will evaluate the HRM competencies and leadership skills needed for a strategic HRM plan. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.

HRM 310 3 credits

Change Management
This course examines both the human and organizational aspects of change. Topics include identifying the types and sources of change, human and organizational resistance to change, theories of managing change, and developing skills that will enable the student to lead, implement, and sustain change.

HRM 324 3 credits

Total Compensation
This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge and skills required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include: wage decisions, budgeting, benefits, incentive plans, and retirement plans.
HRM 326 .................................................................................. 3 credits
Employee Development
This course explores the role and relevance of employee development in today’s business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the impact education has on employee motivation. The course will also explore methods of program design, development, and assessment.

HRM 420 .................................................................................. 3 credits
Human Resource Risk Management
This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.

MGT 434 .................................................................................. 3 credits
Employment Law
This course provides an overview of federal statutes and state-regulated areas that impact the personnel function. Among the topics addressed are EEO and affirmative action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.

Course Descriptions for the Management Concentration

PHL 458 .................................................................................. 3 credits
Creative Minds and Critical Thinking
In this course students will analyze the thinking process from a critical and creative perspective. The lives of prominent creative thinkers will be examined to identify the social, historical, psychological, and cultural elements that influenced their development. The salient aspects of creativity will be assessed along with the relationship between creativity and critical thinking. Students will apply critical thinking skills to contemporary creative and scientific thought.

MGT 498 .................................................................................. 3 credits
Strategic Management
This course gives students the opportunity to integrate management concepts and practices to contemporary business strategies, while discussing the theories of strategic management. This course will focus on improving management decision-making and problem-solving skills. Students will create a strategic management plan.

HRM 300 .................................................................................. 3 credits
Fundamentals of Human Resource Management
This course explores the critical role of human resources in achieving business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.

HRM 326 .................................................................................. 3 credits
Employee Development
This course explores the role and relevance of employee development in today’s business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the impact education has on employee motivation. The course will also explore methods of program design, development, and assessment.

LDR 300 .................................................................................. 3 credits
Innovative Leadership
This course provides a foundation of understanding of leadership and its role in managing people and systems. This course will cover key leadership elements such as effective leadership behavior, power and influence, the differences between leadership and management, leading change, intrapreneurship, and how an innovative mindset impacts people and systems in a continually changing global and virtual environment.

MGT 360 .................................................................................. 3 credits
Green and Sustainable Enterprise Management
This course provides an overview of sustainable management techniques from an economic, social, and corporate environmental responsibility perspective. Special emphasis is placed on production principles, innovative and sustainable practices, and the importance of managing the bottom line in business.

MGT 411 .................................................................................. 3 credits
Innovative and Creative Business Thinking
This course provides students with the skills and knowledge necessary for using innovative and creative thinking strategies to improve managerial decision making and problem solving. Emphasis is placed upon learning critical skills to identify and facilitate innovative behavior and collaboration within the organization that will increase sustainable business growth and strengthen abilities to respond to organizational changes and challenges. Course lectures, reading and projects will span theory and practice and draw upon examples from multiple industry sectors.

MGT 426 .................................................................................. 3 credits
Managing Change in the Workplace
This course provides an overview of methods and techniques required of supervisory and management personnel responsible for managing change. As a result of the course, students will be able to identify and develop strategies for managing the following: organizational aspects of change, including shifts in leadership, reorganizations, working conditions, technologically imposed change and workforce issues. In addition to developing strategies, students will gain expertise in applying communication strategies that effectively deal with change.

OI 361 .................................................................................. 3 credits
Innovation, Design, and Creativity for a Competitive Advantage
This course will provide students with a solid foundation in innovation, design, and creativity. Additionally, students will be prepared to apply relevant principles, tools, and techniques to promote and sustain organizational innovation for competitive advantage.

ETH 355 .................................................................................. 3 credits
Understanding Ethics
This is an advanced course in moral philosophy, or ethics. Through a critical survey of theory and application, these courses examine the frameworks of moral judgment (e.g., cultural relativism, subjec-
Media and Society
The development and evolution of contemporary society have become intrinsically 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 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 411 ................................................................. 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.

CPTM 305 ..........................................................................................3 credits

**Project Management Capstone**

This course is the capstone of the Professional Certificate in Project Management. Students will demonstrate project management skills learned via the preparation of a project plan and presentation of that plan to the executive board in a role-play environment. Key project management concepts and processes studied in the prior five courses will be integrated and applied to the class project.

**Course Descriptions for the Public Sector Concentration**

BPA 303 ..........................................................................................3 credits

**Public Programs: Implementation and Evaluation in a Dynamic Environment**

This course focuses on the implementation of public policy decisions through the identification and development of specific methods for servicing the public good. It incorporates an emphasis on intergovernmental relations and the increasing use of private resources in the service delivery system. A strong emphasis is placed on evaluating both the delivery processes and service outcomes as a means to continuously improve service delivery effectiveness.

BPA 406 ..........................................................................................3 credits

**The Public Leader: Integration and Application**

This course is intended to synthesize the concepts and theories covered in previous public administration courses and deepen the student’s understanding of the challenges and complexities facing and public leader. Student will explore the leadership styles of successful national, state, and local leaders to integrate and apply the principles and practices of public administration in a real-world setting.

BPA 301 ..........................................................................................3 credits

**Foundations of Public Administration**

This course serves as an introduction to the study of public administration. During this course, the student will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. Students will become familiar with the complex issues facing local, state, and federal public administrators today.

HRM 330 ..........................................................................................3 credits

**Human Resources and Labor Relations in Public Service**

This course explores the changing civil service system within the rich, varied and pluralistic public service of today. Course topics will include recruiting, staffing, employee retention, performance management, compensation, benefits, and promotion. Labor relations, with and without a collective bargaining agreement will be studied. Students will study the resolution of disagreements using alternative dispute resolution systems designed to advance the public purpose.

FIN 380 ..........................................................................................3 credits

**Financial Management of Non-Profit Organizations**

Financial Management of Non-Profit Organizations This course emphasizes the utilization of key financial concepts to effectively obtain desired goals and objectives by non-profit organizations in the private, public, and the international arenas. While profit-oriented entities focus on maximizing shareholder’s wealth, non-profit organizations are concerned with deriving maximum benefit for each dollar expended on a charitable endeavor. The centrality of finance to achieve such goal will be thoroughly explored.

ACC 460 ..........................................................................................3 credits

**Government and Non-Profit Accounting**

This course covers fund accounting, budget and control issues, revenue and expense recognition and issues of reporting for both government and non-profit entities.

MKT 438 ..........................................................................................3 credits

**Public Relations**

This course provides an introduction to the field of public relations. Areas covered are media relations; promotion; tools used in developing public relations and publicity; and improving customer satisfaction; relationship-building strategies; and ethics and public relations.

**Course Descriptions for the Small Business Management & Entrepreneurship Concentration**

MGT 401 ..........................................................................................3 credits

**The Small Business: Structure, Planning and Funding**

This course provides an overview of the small business from concept through funding. Emphasis is placed on designing a competitive business model, crafting the business plan, forms of ownership and exploring funding options.

MKT 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 success in the small business. This course focuses on the functions of evaluating opportunities, creating value, and developing effective pricing and advertising strategies.

MGT 465 .................................................................3 credits

Small Business and Entrepreneurial Planning
This course focuses on the development of a strategic business plan applicable for the needs of a small business or entrepreneurial venture. This will include the strategic and integrative application of financial planning, capital management, marketing, people management, and leadership. Special emphasis is placed on adapting business planning requirements to the realistic needs of small business owners and entrepreneurs.

Course Descriptions for the Service Sector Concentration
OI 365 .................................................................3 credits

Knowledge Management and Intellectual Capital
In this course, students are provided the knowledge and skills necessary for effective knowledge management present in today’s increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization’s long-term success including, but not limited to innovation, intellectual capital, goodwill, brand recognition, organizational partnerships, and organizational culture.

OI 466 .................................................................3 credits

Organizational Innovation Integrated Project
This project-based course integrates knowledge and skills from previous organizational innovation coursework and requires business students to demonstrate their innovative, creative, and inspirational capacity to solve a real life business problem or 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 per-
spective 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.
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: Boston. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

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

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

A Track Required Introductory Course

GEN 200 ........................................................................... 3 credits
Foundations for General Education and Professional Success

B Track Required Introductory Course

GEN 195 ........................................................................... 3 credits
Foundations of University Studies

BSIT Required Course of Study - A Track and B Track

CIS 207 ~ ........................................................................... 3 credits
Information Systems Fundamentals
PRG 211 ~ ........................................................................... 3 credits
Algorithms and Logic for Computer Programming
WEB 240 ~ ........................................................................... 3 credits
Web Design Fundamentals
POS 355 ~ ........................................................................... 3 credits
Introduction to Operating Systems
ENG 221 ........................................................................... 3 credits
Technical Writing Fundamentals
BSA 310 ........................................................................... 3 credits
Business Systems
BSA 375 ~ ........................................................................... 3 credits
Fundamentals of Business Systems Development
CMGT 410 ~ ........................................................................... 3 credits
Project Planning & Implementation
DBM 380 ~ ........................................................................... 3 credits
Database Concepts
CMGT 400 ~ ........................................................................... 3 credits
Intro to Information Assurance & Security
NTC 362 ~ ........................................................................... 3 credits
Fundamentals of Networking
PRG 420 ~ ........................................................................... 3 credits
Java Programming I
MTH 221 ........................................................................... 3 credits
Discrete Math for IT
CMGT 445 ~ ........................................................................... 3 credits
Application Implementation

Concentration in Advanced Networking

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

NTC 405 ~ ........................................................................... 3 credits
Telecommunications and Networking I
NTC 406 ~ ........................................................................... 3 credits
Telecommunications and Networking II
NTC 409 ~ ........................................................................... 3 credits
Global Network Architecture and Design
NTC 411 ~ ........................................................................... 3 credits
Global Network Management, Support and Security
NTC 415 ~ ........................................................................... 3 credits
Network Integration Project

Concentration in Business Systems Analysis

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

BSA 400 ~ ........................................................................... 3 credits
Business Systems Development II
BSA 411~ ........................................................................... 3 credits
Systems Analysis Methodologies
BSA 412 ~ ........................................................................... 3 credits
Systems Analysis Tools
CMGT 411~ ........................................................................... 3 credits
Project Planning Management
CMGT 413 ~ ........................................................................... 3 credits
Application Acquisition & Sourcing

Concentration in Information Management

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

IM 300~ ........................................................................... 3 credits
Data Organization Architecture
IM 305 ~ ........................................................................... 3 credits
Data Modeling
POS 410 ~ ........................................................................... 3 credits
SQL for Business
DBM 384 ~ ........................................................................... 3 credits
Special Purpose Databases
DBM 460 ~ ........................................................................... 3 credits
Enterprise Database Management Systems
### Concentration in Information Systems Security

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

- **POS 420** ~ 3 credits
- **POS 421** ~ 3 credits
- **Windows Server Networking**
- **CMGT 441** ~ 3 credits
- **Introduction to Information Systems Security Management**
- **CMGT 442** ~ 3 credits
- **Information Systems Risk Management**
- **CMGT 430** ~ 3 credits

**Enterprise Security**

### Concentration in Multimedia & Visual Communication

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

- **VCT 300** ~ 3 credits
- **Image Editing**
- **VCT 320** ~ 3 credits
- **Electronic Publishing**
- **VCT 410** ~ 3 credits
- **Instructional Design**
- **VCT 420** ~ 3 credits
- **Multimedia Development**
- **WEB 431** ~ 3 credits
- **XML**

### Concentration in Software Engineering

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

**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).

- **VCT 300** ~ 3 credits
- **Image Editing**
- **WEB 401** ~ 3 credits
- **Web Development**
- **WEB 407** ~ 3 credits
- **Advanced Web Development**

### 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.
- 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, 6 credits
  - (A Track must include COMM 215, equivalent, or higher and COMM 218)
  - (B Track must include: COM 170 and COM 172)
- Mathematics, 6 credits
  - (Must include MTH 220, equivalent, or higher)
- Science & Technology, 6 credits
  - (B Track must include: SCI 163)
- 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 COMM 218)
- Interdisciplinary Component, 18 credits
  - (B Track must include: FP 120)

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.

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

- 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 presentation technologies to create websites with the aid of a software authoring application. Topics include XHTML, CSS, JavaScript®, server hosting, site publication, site maintenance, and search engine optimization.

POS 355 ........................................................................................................ 3 credits

Introduction to Operating Systems

This course provides an introduction to operating systems. Topics covered include operating system concepts, program execution, and operating system internals such as memory, processor, device, and file management. A variety of operating systems are compared and contrasted.

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

Technical Writing Fundamentals

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

BSA 310 ........................................................................................................ 3 credits

Business Systems

This course reviews common business systems and their interrelationships. Business systems covered include finance, accounting, sales, marketing, human resources, legal, and operations. Emphasis is placed upon the inputs and outputs of information systems, the potential for integration of the systems, and information systems security.

BSA 375 ........................................................................................................ 3 credits

Fundamentals of Business Systems Development

This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.

CMGT 410 .................................................................................................... 3 credits

Project Planning and Implementation

This course provides the foundation for successful project planning, organization, and implementation within the realm of information technology. The course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, budgeting, scheduling and staffing, tracking and controlling, and software tools for project management.

DBM 380 ........................................................................................................ 3 credits

Database Concepts

This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.

CMGT 400 .................................................................................................... 3 credits

Intro to Information Assurance & Security

This course is an introduction to information assurance and security in computing technology. Topics include risk management;
protecting information in the enterprise; business continuity and disaster recovery planning; threats and remediation; legal, ethical, and professional issues; and considerations within systems development processes.

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 context of business applications development. The basics of the Java programming language are covered.

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 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.

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 Advanced Networking**

**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.

NCT 406 .................................................................................................................................................. 3 credits

**Telecommunications and Networking II**
NCT 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.

NCT 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.

NCT 411 .................................................................................................................................................. 3 credits

**Global Network Management, Support and Security**
NCT 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 plans are also addressed in this course.

NCT 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
A digital voice will be explored.

**Course Descriptions for the Concentration in Business Systems Analysis**

**BSA 400** ................................................................................................. 3 credits

**Business Systems Development II**

This course continues the subject matter of BSA/375, Fundamentals of Business Systems Development. It completes an examination of methodologies, tools, and standards used in business systems development. An emphasis is placed on examining enterprise-level business systems.

**BSA 411** .................................................................................................... 3 credits

**Systems Analysis Methodologies**

This course provides the student with an understanding of several methodologies available to identify business problems and the possible information system solutions for addressing problems.

**BSA 412** .................................................................................................... 3 credits

**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 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 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 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 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.
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 documentation prior to the end of the required time frame for administrative withdrawal 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 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 nationally accredited institution will be 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,

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,

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.

Graduate Admission Requirements
For graduate education and doctoral admission requirements please refer to the education and doctoral section(s) of the catalog. Most graduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

- Applicants who reside in the United States must meet one of the following requirements:
  - 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.
  - 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
• 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 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.

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).
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We prepare future leaders for business excellence. Consistent with the values, mission, and purpose of the University of Phoenix, the mission of the School of Business is to provide effective and accessible higher education that prepares its students to be ethical practitioners and leaders. Our goal is to make a difference in the lives of our students and their organizations. We achieve this by always acting with a sense of social responsibility and in a manner consistent with our core values.

In particular we:

- Define quality as standards-based, industry-aligned, career-relevant educational curriculum, linked to current and future business needs.
- Commit to excellence in teaching and to leveraging innovative teaching methodologies.
- Be relentless in driving institutional self-assessment and continuous quality improvement.

Master of Business Administration

The following Master of Business Administration (MBA) program may be offered at these University of Phoenix campus locations: Boston. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom 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 up to 15 graduate-level credits in required concentration-specific courses.

Students may also complete an additional concentration. Please contact your academic representative for more information.

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

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

MBA Program Category Requirements

Management, 3 total credits
- MGT 521 ................................................................. 3 credits
  Management

Human Capital Management, 3 total credits
- HRM 531 ~ ........................................................... 3 credits
  Human Capital Management

Business Law, 3 total credits
- LAW 531 ~ ............................................................ 3 credits
  Business Law

Organizational Leadership, 3 total credits
- LDR 531 ~ ............................................................. 3 credits
  Organizational Leadership

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

Applied Business Research and Statistics, 3 total credits
- QNT 561 ~ ............................................................ 3 credits
  Applied Business Research & Statistics

Operations Management, 3 total credits
- OPS 571 ~ ............................................................. 3 credits
  Operations Management

Corporate Finance, 3 total credits
- FIN 571 ~ ............................................................ 3 credits
  Corporate Finance

Marketing, 3 total credits
- MKT 571 ~ ............................................................ 3 credits
  Marketing

Strategic Planning and Implementation, 3 total credits
- STR 581 ~ ............................................................. 3 credits
  Strategic Planning & Implementation

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 core MBA curriculum.

University of Phoenix, 2014-2015

UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS

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Students earning an ACC concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the ACC concentration coursework (3 of which must include ACC 541—Accounting Theory & Research).

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

**ACC 541 ~ .................................................................3 credits**  
Accounting Theory & Research

**ACC 542 ~ .................................................................3 credits**  
Communications for Accountants

**ACC 543 ~ .................................................................3 credits**  
Accounting Information Systems

**ACC 544 ~ .................................................................3 credits**  
Managerial Accounting & Legal Aspects of Business

**ACC 545 ~ .................................................................3 credits**  
Internal Control Systems

**ACC 546 ~ .................................................................3 credits**  
Financial Reporting

**ACC 547 ~ .................................................................3 credits**  
Auditing

**ACC 548 ~ .................................................................3 credits**  
Taxation

**ACC 556 ~ .................................................................3 credits**  
Not-for-Profit & Government Accounting

**ACC 557 ~ .................................................................3 credits**  
Forensic Accounting

**ACC 558 ~ .................................................................3 credits**  
Accounting Ethics

Students who select an Accounting Concentration may not educationally qualify to sit for the CPA exam in some states. To the extent that a student intends to sit for the CPA examination, the student should consult with the applicable board of examiners in the state or states in which the individual intends to sit for the examination to determine the precise educational and other requirements, including the acceptability of the University’s Accounting Concentration.

### Energy Management Concentration

*MBA students may earn a concentration in Energy Management (EM) by completing at least 15 credit hours of course work in Energy Management.*

**EM 540 ~ .................................................................3 credits**  
Internal Environment of Global Business

**EM 541 ~ .................................................................3 credits**  
External Environment of Global Business

**EM 542 ~ .................................................................3 credits**  
Global Business Organization and Culture

**EM 543 ~ .................................................................3 credits**  
Global Strategy Formulation and Implementation

**EM 595 ~ ..................................................................3 credits**  
Cases in Cross-Border Management

**EM 596 ~ ..................................................................3 credits**  
Health Care Strategic Management

**EM 598 ~ ..................................................................3 credits**  
Research in Human Resource Management

Students earning an EM concentration will complete a minimum of 51 credits, which includes 36 credits from the MBA required areas and 15 credits from the EM concentration.

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

### 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.*

**GMGT 510 ~ ............................................................3 credits**  
Internal Environment of Global Business

**GMGT 520 ~ ............................................................3 credits**  
External Environment of Global Business

**GMGT 540 ~ ............................................................3 credits**  
Global Strategy Formulation and Implementation

**GMGT 541 ~ ............................................................3 credits**  
Global Business Organization and Culture

**GMGT 542 ~ ............................................................3 credits**  
Internal Environment of Global Business

**GMGT 543 ~ ............................................................3 credits**  
Global Strategy Formulation and Implementation

**GMGT 544 ~ ............................................................3 credits**  
Cases in Cross-Border Management

**GMGT 545 ~ ............................................................3 credits**  
Health Care Strategic Management

**GMGT 546 ~ ............................................................3 credits**  
Research in Human Resource Management

Students earning a GM concentration will complete a minimum of 51 credits, which includes 36 credits from the MBA required areas and 15 credits from the GM concentration.

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

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 552 ~ 3 credits
  Consumer Behavior
- MKT 554 ~ 3 credits
  Technology Applications and e-Marketing
- MKT 562 ~ 3 credits
  Advanced International Marketing
- MKT 593 ~ 3 credits
  Product Design and Development

Project Management Concentration

MBA students may earn a concentration in Project Management (PM) by completing at least 15 credit hours of coursework in Project Management. Students earning a PM concentration will complete a minimum of 51 credits, which includes 36 credits from the MBA required areas and 15 credits from the PM concentration coursework.

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

- PM 571 ~ 3 credits
  Project Management
- PM 582 ~ 3 credits
  Project Leadership
- PM 584 ~ 3 credits
  Project Risk Management
- PM 586 ~ 3 credits
  Project Quality Management
- PM 598 ~ 3 credits
  Project Management Capstone

Technology Management Concentration

MBA students may earn a concentration in Technology Management (TM) by completing at least 15 credit hours of course work 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.
- 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 595, EM 555, EM 595, GMGT 510, HCS 531, HCS 586, HRM 595, MGT 521, MKT 593, PM 598, QRB 501, STR 581

The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral courses. In the bridge program, a master’s degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master’s degree program.

Students must earn a B- or better in the doctoral level courses in order to waive them in the doctoral program.

Students who have completed Meritus University graduate MBA courses may transfer all courses earned at Meritus University into the MBA program at the University of Phoenix without limitation provided that they sign an Enrollment Agreement for the University of Phoenix MBA program by March 1, 2012. Students transferring from Meritus University to University of Phoenix will still be required to satisfy all program requirements for the University of Phoenix MBA program and complete at least 3 credits at University of Phoenix in order to obtain their MBA degree from University of Phoenix.

Course Descriptions for the MBA

MGT 521.................................................................3 credits

Management
This course applies the tools available to University of Phoenix graduate students and the competencies of successful managers to understand the functions of business. Students learn their own perceptions and values to communicate more effectively with others. Other topics include graduate business 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

Organizational Leadership
This course prepares students to apply leadership principles to the roles they play as managers. Students will discover more about themselves and learn more about the connection between the individual and the organization. Other topics include organizational culture, structure, group behavior, motivation, power, politics, organizational change, and workplace conflict.

QRB 501 ...................................................................................3 credits

Quantitative Reasoning for Business
This course applies quantitative reasoning skills to business problems. Students learn to analyze data using a variety of analytical tools and techniques. Other topics include formulas, visual representation of quantities, time value of money, and measures of uncertainty.

ECO 561 ...................................................................................3 credits

Economics
This course applies economic concepts to make management decisions. Students employ the concepts of scarce resources and opportunity costs to perform economic analysis. Other topics include supply and demand, profit maximization, market structure, macroeconomic measurement, money, trade, and foreign exchange.

ACC 561 ...................................................................................3 credits

Accounting
This course applies accounting tools to make management decisions. Students learn to evaluate organizational performance from accounting information. Other topics include financial statements, cost behavior, cost allocation, budgets, and control systems.

QNT 561 ...................................................................................3 credits

Applied Business Research and Statistics
This course prepares students to apply statistics and probability concepts to business decisions. Students learn criteria for developing effective research questions, including the creation of appropriate sampling populations and instruments. Other topics include
descriptive statistics, probability concepts, confidence intervals, sampling designs, data collection, and data analysis - including parametric and nonparametric tests of hypothesis and regression analysis.

OPS 571 ................................................................. 3 credits

Operations Management
This course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes. Other topics include process selection, process design, theory of constraints, project implementation, capacity planning, lean production, facility location, and business forecasting.

FIN 571.................................................................................. 3 credits

Corporate Finance
This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.

MKT 571 ..................................................................................... 3 credits

Marketing
This course prepares students to apply marketing concepts to create and sustain customer value. Students learn to solve marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.

STR 581.................................................................................. 3 credits

Strategic Planning and Implementation
This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, and risk management.

Course Descriptions for the Accounting Concentration

Accounting Theory & Research
This is the first core course in the Master of Science in Accounting (MSA). In this course, students apply accounting research tools to current accounting issues. Other topics include research of accounting questions related to: inventory, fixed assets, leases, derivative instruments, debt, contingencies, segment reporting, pensions, business combinations, consolidations, stockholder’s equity, and a program overview.

COM 530................................................................. 3 credits

Communications for Accountants
In this course, students examine principles and practices of group communication in the context of the organization. Topics include an overview of group communication, culture and conflict, group formation, influence in organizational communication, organizational change, formal communications, and public communications.

ACC 542................................................................. 3 credits

Accounting Information Systems
In this course, students examine the fundamentals of accounting systems design. Topics include business information systems, business processes and data flows, database concepts and tools, internal control and risks, auditing the information system, and using the information system to perform audit functions.

ACC 543 .................................................................................. 3 credits

Managerial Accounting & Legal Aspects of Business
In this course, students examine managerial accounting as part of the business’s accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis; management planning and control, negotiable instruments, secured transactions, debtor/creditor relationships, property and insurance, and legal aspects of employment and environment.

ACC 544 .................................................................................. 3 credits

Internal Control Systems
In this course, students gain a broad perspective of accounting and control that considers attainment of all goals of the organization, including those concerned with financial objectives. Topics include an overview of control, risk management, internal control systems, controls for current asset functions, controls for other accounting classifications, controls for information technology systems, and reporting on controls.

ACC 545 .................................................................................. 3 credits

Financial Reporting
This course prepares students to address concepts of financial reporting for roles as CPAs. Students learn important criteria for calculating capital changes, applying concepts of fixed assets and cost determination, and preparing consolidated financial statements. Other topics include the professional responsibilities of CPAs, deferred taxes, cash flow statements, balance sheet preparation, restructuring of troubled debt, and the intricacies of comprehensive income.

ACC 546 .................................................................................. 3 credits

Auditing
In this course, students focus on the auditing practice performed by public accountants. Topics include the CPA profession and the auditor’s role, planning the audit, audit reporting and required communications, evaluating internal controls, audit programs for current assets and liabilities, and audit programs for other business cycles.

ACC 547 .................................................................................. 3 credits

Taxation
In this course, students develop an understanding of the taxation of business entities and the individuals who own those entities. Topics include tax entities, property transactions, calculating basis, gains and losses, alternative minimum tax, S-corporations and partnerships.

ACC 548 ..................................................................................... 3 credits

Not-for-Profit & Government Accounting
In this course, students receive an overview of the budgeting, accounting, financial reporting, and auditing required of government and not-for-profit organizations. Topics include the governmental accounting, accounting records in government, fund allocation, government-wide reporting, not-for-profit accounting, and governmental performance measures.

ACC 556 .................................................................................. 3 credits

Forensic Accounting
In this course, students are introduced to the conduct of fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregulari-
Accounting Ethics
In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.

Course Descriptions for the Energy Management Concentration
EM 555 .................................................................3 credits

Energy Sector Management
This course integrates energy technology and management opportunities in the energy sector. Students will apply knowledge of the energy sector value change to identify a business opportunity. Other topics include renewable and non-renewable energy sources, science of energy, communications, energy sector terminology, corporate social responsibility, ethics, and negotiation.
EM 565 .................................................................3 credits

Financial Management in the Energy Sector
This course applies corporate finance concepts to make management decisions in the energy sector. Students analyze the financial merit of opportunities in renewable and non-renewable energy sources. Other topics include cash flows, business valuation, working capital, budgeting, government sources, long-term financing, risk analysis and management, and financial planning.
EM 575 .................................................................3 credits

Energy Economics
This course applies economic concepts to make management decisions in the energy sector. Students apply concepts of supply and demand to create an economic model of a sub sector of the energy industry. Other topics include scarce resources, opportunity costs, profit maximization, market structure, macroeconomic measurement, money, trade, foreign exchange, regulatory issues, and economic analysis.
EM 585 .................................................................3 credits

Marketing Energy
This course prepares students to apply marketing concepts to affect public perception of energy alternatives. Students learn to solve marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, public relations and policy formulation.
EM 595 .................................................................3 credits

Strategic Planning and Implementation for the Energy Sector
This capstone course integrates concepts from all prior courses in the program and the energy management concentration. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage in an energy organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, risk management, interdependent organizational relationships, technology adoption, and scenario planning.

Course Descriptions for the Global Management Concentration
GMGT 510 ...............................................................3 credits

Global Business Organization and Culture
This course examines the cultural and organization framework within which global business is conducted. Topics include socioeconomic forces, cultural analysis, communication strategies, human resources investment and utilization, and managing across borders.
GMGT 520 ...............................................................3 credits

External Environment of Global Business
This course explores issues and institutions that affect global business outside the direct control of the organization. Topics include country risk assessment, basis for trade and capital flows, exchange rate determination, international, national, and local organizations, regional integration, and conflict resolution of global trade disputes.
GMGT 530 ...............................................................3 credits

Internal Environment of Global Business
This course examines issues and functions that global business faces within control of the organization. Topics include organizations forms of entry and exit, legal issues, marketing, finance, human resources, and risk management.
GMGT 540 ...............................................................3 credits

Global Strategy Formulation and Implementation
This course develops strategy for global implementation. Topics include the role of global strategy in the organization, the current state and strategy choices, strategy selection, implementation and control issues, portfolio management, and case analysis.
CAP GM591 ............................................................3 credits

Cases in Cross-Border Management
This content area capstone course applies management concepts to a global environment. Students learn to evaluate opportunities and challenges in world wide market places. Case studies will be utilized to synthesize concepts from prior global management course work.

Course Descriptions for the Health Care Management Concentration
HCS 531 .................................................................3 credits

Health Care Organizations and Delivery Systems
This course is a comprehensive approach to health care organizations and systems that provide the student with an in-depth understanding of health organizations. Topics include the evolution of health care delivery during a time of financial and regulatory stress, the impact of the evolving consumer movement, and managing efficient and effective organizational structures.
HCS 533 .................................................................3 credits

Health Information Systems
This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.
HCS 545 .................................................................3 credits

Health Law and Ethics
Students explore and analyze current ethical issues such as 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.
### Course Descriptions for the Human Resource Management Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HRM 546</td>
<td>Human Resource Law</td>
<td>3</td>
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<tr>
<td>HRM 554</td>
<td>Research in Human Resource Management</td>
<td>3</td>
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<tr>
<td>HRM 552</td>
<td>Organizational Training and Development</td>
<td>3</td>
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<tr>
<td>HRM 586</td>
<td>Recruitment and Retention Practices</td>
<td>3</td>
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<tr>
<td>HRM 558</td>
<td>Occupational Health and Safety</td>
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<tr>
<td>HRM 595</td>
<td>Human Resource Capstone Course</td>
<td>3</td>
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<tr>
<td>HRM 548</td>
<td>Measuring Performance Standards</td>
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</tbody>
</table>

**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.

**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 Marketing Concentration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 544</td>
<td>Integrated Marketing Communications</td>
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<tr>
<td>MKT 554</td>
<td>Consumer Behavior</td>
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<tr>
<td>MKT 548</td>
<td>Technology Applications and e-Marketing</td>
<td>3</td>
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<tr>
<td>MKT 571</td>
<td>Product Design and Development</td>
<td>3</td>
</tr>
<tr>
<td>PM 571</td>
<td>Project Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**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.

**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.

**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.

**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.
elect 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.
## TUITION AND FEES

### UNDERGRADUATE (Boston)

<table>
<thead>
<tr>
<th>Type of Fee</th>
<th>Amount*</th>
<th>When Due</th>
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<tbody>
<tr>
<td>Tuition Per Credit</td>
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</tr>
<tr>
<td>Standard (Level 1-2)</td>
<td>$ 395.00</td>
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<td>Standard (Level 3-4)</td>
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<tr>
<td>Directed Study Administrative Charge (non-refundable)</td>
<td>$ 75.00</td>
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<td>Book and Materials Charges</td>
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<tr>
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<td>Upon notification.</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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<td>Per Assessed Credit Fee</td>
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</tr>
<tr>
<td>Late Payment Fee</td>
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<tr>
<td>2nd day delivery</td>
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<tr>
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<tr>
<td>Duplicate Certificate</td>
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<tr>
<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 (Boston)

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<td>Standard</td>
<td>$ 700.00</td>
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<tr>
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<td>When Directed Study course is scheduled.</td>
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<td>Book and Material Charges</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

#### Alabama Locations
- **Birmingham Campus**
  100 Corporate Parkway
  Suite 250
  Birmingham, AL 35242-2982
  205 747-1001

#### Arizona Locations
- **Phoenix Campus**
  1625 West Fountainhead Pkwy
  Tempe, AZ 85282-2371
  602 557-2000

- **Mesa Learning Center**
  1620 South Stapley Drive
  Mesa, AZ 85204-6634
  480 557-2000

- **Northwest Learning Center**
  2550 West Union Hills Drive
  Phoenix, AZ 85026-2982
  602 557-2000

- **Southern Arizona Campus**
  300 S Craycroft Road
  Tucson, AZ 85711-4574
  520 881-6512

- **River Road Learning Center**
  555 East River Road
  Tucson, AZ 85704-5843
  520 408-8202

- **Yuma Learning Center**
  899 East Plaza Circle
  Yuma, AZ 85365-2033
  928 341-0233

#### Arkansas Locations
- **Little Rock Campus**
  10800 Financial Center Parkway
  Little Rock, AR 72211-3552
  501 225-9337

- **Northwest Arkansas Learning Center - Rogers**
  903 N 47th Street
  Rogers, AR 72756-9615
  479 986-0385

#### California Locations
- **Bay Area Region**
  3590 N. First Street
  San Jose, CA 95134-1805
  800 266-2107

- **Central Valley Region**
  45 River Park Place West Fresno, CA 93720-1552
  800 266-2107

- **Sacramento Valley Region**
  2860 Gateway Oaks Drive
  Sacramento, CA 95833-4334
  800 266-2107

- **San Diego Region**
  9645 Granite Ridge Drive
  Suite 200
  San Diego, CA 92123-2658
  800 473-4346

#### Colorado Locations
- **Colorado Campus - Lone Tree**
  10004 Park Meadows Drive
  Lone Tree, CO 80124-5450
  303 755-9090

#### Connecticut Locations
- **Fairfield County Campus**
  535 Connecticut Ave
  Norwalk, CT 06854-1700
  203 523-4700

#### District of Columbia Locations
- **Washington DC Campus**
  25 Massachusetts Ave NW
  Washington, DC 20001-1431
  202 423-2520

#### Florida Locations
- **Benedictine College at St. Augustine**
  3501 State Road A1A
  St. Augustine, FL 32084-4011
  904 386-7320

#### Georgia Locations
- **Georgia State University - Atlanta**
  Atlanta, GA 30303-4057
  404 413-7501

#### Idaho Locations
- **Boise State University - Idaho Falls**
  Idaho Falls, ID 83415-7591
  208 287-2710

#### Illinois Locations
- **Northern Illinois University - DeKalb**
  DeKalb, IL 60115-2890
  815 753-0888

#### Indiana Locations
- **Indiana University-Purdue University Indianapolis**
  Indianapolis, IN 46202-5108
  317 274-1531

#### Iowa Locations
- **University of Northern Iowa**
  Cedar Falls, IA 50614-0984
  319 273-4800

#### Kansas Locations
- **Kansas State University - Manhattan**
  Manhattan, KS 66506-3002
  785 532-6800

#### Kentucky Locations
- **University of Kentucky - Lexington**
  Lexington, KY 40536-0027
  859 257-0323

#### Louisiana Locations
- **Tulane University - New Orleans**
  New Orleans, LA 70118-5699
  504 861-2360

#### Maryland Locations
- **University of Maryland - College Park**
  College Park, MD 20742-4401
  301 405-3000

#### Massachusetts Locations
- **Massachusetts Institute of Technology - Cambridge**
  Cambridge, MA 02139-4307
  617 253-4300

#### Michigan Locations
- **University of Michigan - Ann Arbor**
  Ann Arbor, MI 48109-1043
  734 763-3400

#### Minnesota Locations
- **University of Minnesota - Twin Cities**
  Minneapolis, MN 55455-0842
  612 624-5500

#### Missouri Locations
- **University of Missouri - Columbia**
  Columbia, MO 65211-3190
  573 882-6000

#### Montana Locations
- **Missoula College**
  Missoula, MT 59802-1912
  406 541-9555

#### Nebraska Locations
- **University of Nebraska - Omaha**
  Omaha, NE 68182-0518
  402 244-8000

#### Nevada Locations
- **College of Southern Nevada - Las Vegas**
  Las Vegas, NV 89156-2198
  702 894-4900

#### New Mexico Locations
- **University of New Mexico - Albuquerque**
  Albuquerque, NM 87131-0018
  505 277-4240

#### New York Locations
- **CUNY Brooklyn College**
  Brooklyn, NY 11210-2289
  718 998-1362

#### North Carolina Locations
- **University of North Carolina at Charlotte**
  Charlotte, NC 28223-0001
  704 687-2000

#### North Dakota Locations
- **North Dakota State University - Fargo**
  Fargo, ND 58102-4790
  701 231-8850

#### Ohio Locations
- **Ohio State University - Columbus**
  Columbus, OH 43210-1368
  614 292-0300

#### Oklahoma Locations
- **University of Oklahoma - Norman**
  Norman, OK 73019-0232
  405 325-4000

#### Oregon Locations
- **University of Oregon - Eugene**
  Eugene, OR 97403-1222
  541 346-3000

#### Pennsylvania Locations
- **Penn State University - Parkerton**
  University Park, PA 16802-9045
  814 863-4533

#### Rhode Island Locations
- **University of Rhode Island**
  Kingston, RI 02881-0806
  401 874-2100

#### South Carolina Locations
- **University of South Carolina - Columbia**
  Columbia, SC 29208-0060
  803 777-2000

#### Tennessee Locations
- **University of Tennessee - Knoxville**
  Knoxville, TN 37996-1600
  865 974-2000

#### Texas Locations
- **University of Texas at Austin**
  Austin, TX 78712-0252
  512 471-3252

#### Utah Locations
- **University of Utah - Salt Lake City**
  Salt Lake City, UT 84112-0300
  801 585-1700

#### Virginia Locations
- **Virginia Commonwealth University**
  Richmond, VA 23284-2014
  804 827-8247

#### Washington Locations
- **University of Washington - Seattle**
  Seattle, WA 98195-1780
  206 543-2000

#### Wisconsin Locations
- **University of Wisconsin - Madison**
  Madison, WI 53706-0292
  608 262-2000

#### Wyoming Locations
- **University of Wyoming - Laramie**
  Laramie, WY 82071-2000
  307 766-2200
Florida Locations
Central Florida Main Campus
8325 South Park Circle
Suite 100
Orlando, FL 32819-9075
407 345-8868

Central Florida Campus
2290 Lucien Way
Suite 400
Maitland, FL 32751-7001
407 667-0555

West Florida Learning Center
12802 Tampa Oaks Boulevard
Suite 200
Temple Terrace, FL 33637-1920
813 626-7911

North Florida Campus
4500 Salisbury Road
Suite 200
Jacksonville, FL 32216-0959
904 636-6645

Miami Locations
Miami Learning Center
11410 NW 20th Street
Suite 100
Miami, FL 33172-1111
866 766-0766
305 428-4911 FAX

Idaho Locations
Idaho Campus
1422 South Tech Lane
Meridian, ID 83642-5114
208 898-2000
208 895-9728 FAX

Louisiana Locations
Baton Rouge Campus
2431 S Acadian Thruway
Baton Rouge, LA 70808-2300
225 927-4443

Georgie Locations
Atlanta Campus
8200 Roberts Drive
Sandy Springs, GA 30350-4147
678 731-0555

West Florida Learning Center
2290 Lucien Way
Suite 400
Maitland, FL 32751-7001
407 667-0555

Central Florida Campus
8325 South Park Circle
Suite 100
Orlando, FL 32819-9075
407 345-8868

Central Florida Campus
2290 Lucien Way
Suite 400
Maitland, FL 32751-7001
407 667-0555

West Florida Learning Center
12802 Tampa Oaks Boulevard
Suite 200
Temple Terrace, FL 33637-1920
813 626-7911

North Florida Campus
4500 Salisbury Road
Suite 200
Jacksonville, FL 32216-0959
904 636-6645

Miami Locations
Miami Learning Center
11410 NW 20th Street
Suite 100
Miami, FL 33172-1111
866 766-0766
305 428-4911 FAX

Idaho Locations
Idaho Campus
1422 South Tech Lane
Meridian, ID 83642-5114
208 898-2000
208 895-9728 FAX

Louisiana Locations
Baton Rouge Campus
2431 S Acadian Thruway
Baton Rouge, LA 70808-2300
225 927-4443

Georgie Locations
Atlanta Campus
8200 Roberts Drive
Sandy Springs, GA 30350-4147
678 731-0555

South Florida Main Campus
2400 SW 145th Avenue
Miramar, FL 33027-4145

Cypress Creek Learning Center
550 W Cypress Creek Road
Suite 150
Ft. Lauderdale, FL 33309-6104
866 766-0766

Kapolei Learning Center
949 Kamokila Blvd
Kapolei, HI 96707-2082
808 693-8686

Idaho Locations
Idaho Campus
1422 South Tech Lane
Meridian, ID 83642-5114
208 898-2000
208 895-9728 FAX

Louisiana Locations
Baton Rouge Campus
2431 S Acadian Thruway
Baton Rouge, LA 70808-2300
225 927-4443

Georgie Locations
Atlanta Campus
8200 Roberts Drive
Sandy Springs, GA 30350-4147
678 731-0555

South Florida Main Campus
2400 SW 145th Avenue
Miramar, FL 33027-4145

Cypress Creek Learning Center
550 W Cypress Creek Road
Suite 150
Ft. Lauderdale, FL 3309-6104
866 766-0766

Kapolei Learning Center
949 Kamokila Blvd
Kapolei, HI 96707-2082
808 693-8686
West Michigan Campus
318 River Ridge Drive NW
Walker, MI 49544-1683
616 647-5100

Ann Arbor Learning Center
315 E Eisenhower
Ann Arbor, MI 48108-3350
734 994-0816

Flint Learning Center
3341 S Linden Road
Flint, MI 48507-3045
810 223-9100

Lansing Learning Center
3100 West Road
East Lansing, MI 48823-6369
517 333-8293

Portage Learning Center
950 Trade Centre Way
Suites 120
Portage, MI 49002-0487
269 567-4000

Minnesota Locations
Minneapolis/St. Paul Campus
435 Ford Road
St. Louis Park, MN 55426-4915
952 487-7226

Mississippi Locations
Jackson Campus
120 Stone Creek Blvd
Suite 200
Flowood, MS 39232-8205
601 664-9500

Missouri Locations
Kansas City Campus
1310 E 104th Street
Suite 100
Kansas City, MO 64131-4504
816 943-9600

St. Louis Campus
13801 Riverport Drive
St. Louis, MO 63043
314-298-9755

Downtown St. Louis Learning Center
211 North Broadway
Suites 901
St. Louis, MO 63102-2711
314 298-9755

Nevada Locations
Las Vegas Campus
3755 Breakthrough Way
Las Vegas, NV 89135-3047
702 638-7279

Henderson Learning Center
7777 Eastgate Road
Henderson, NV 89011-4039
702 638-7279

Northwest Learning Center
7951 Deer Springs Way
Suite 150
Las Vegas, NV 89131-4061
702 638-7279

Northern Nevada Campus
10345 Professional Circle
Suite 200
Reno, NV 89521-5862
775 828-7999

New Jersey Locations
Jersey City Campus
100 Town Square Place
Jersey City, NJ 07310-1756
201 610-1408

New Mexico Locations
New Mexico Campus
5700 Pasadena Ave NE
Albuquerque, NM 87113-1570
505 821-4800

Santa Teresa Learning Center
1270 Country Club Road
Santa Teresa, NM 88008-9725
575 874-4800

North Carolina Locations
Charlotte Campus
3800 Arco Corporate Drive
Charlotte, NC 28273-3409
704 504-5409

Charleston North Learning Center
10925 David Taylor Drive
Charlotte, NC 28262-1041
704 504-5409

Raleigh Campus
5511 Capital Center Drive
Raleigh, NC 27606-3380
919 854-2121

Ohio Locations
Cleveland Main Campus
3401 Enterprise Parkway
Beachwood, OH 44122-7343
216 378-0473

Oklahoma Locations
Oklahoma City Campus
6501 Broadway Ext
Suite 100
Oklahoma City, OK 73116-8294
405 842-8007

Tulsa Learning Center
14002 East 21st Street
Suite 1000
Tulsa, OK 74134-1412
918 622-4877
918 622-4981 FAX

Oregon Locations
Oregon Campus
13221 SW 68th Pkwy
Tigard, OR 97223-8328
503 403-2900

Cascades Station Learning Center
9600 NE Cascades Parkway
Suite 200
Portland, OR 97220-6831
503 280-7300

Salem Learning Center
670 Hawthorne Ave SE
Salem, OR 97301-5096
503 364-5695

Pennsylvania Locations
Harrisburg Campus
4050 Crums Mill Road
Harrisburg, PA 17112-2894
717-540-3300

Philadelphia Main Campus
30 South 17th Street
Philadelphia, PA 19103-4001
267 234-2000

Puerto Rico Locations
Puerto Rico Campus
B7 Calle Tabonuco
Santander Tower at San Patricio
Guaynabo, PR 00968
787 731-5400
787 731-1510 FAX

South Carolina Locations
Columbia - South Carolina Campus
1001 Pinnacle Pointe Drive
Columbia, SC 29223-5727
803 699-5936

Tennessee Locations
Knoxville Campus
10133 Sherrill Blvd
Suite 120
Knoxville, TN 37932-3347
865 288-6800

Memphis Campus
65 Germantown Court
Cordova, TN 38018-7290
901 751-1086

Nashville Campus
616 Marriott Drive
Nashville, TN 37214-5048
615 872-0188

Chattanooga Learning Center
1208 Pointe Centre Drive
Chattanooga, TN 37421-3983
423 499-2500

Clarksville Learning Center
141 Chesapeake Ln
Suite 101
Clarksville, TN 37040-5241
931 552-5100

Murfreesboro Learning Center
2615 Medical Center Parkway
Murfreesboro, TN 37129-3661
615 872-0188
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<td>12400 Coit Road&lt;br&gt;Dallas, TX 75251-2004&lt;br&gt;972 385-1055</td>
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<td>Resource Center at Arlington Highlands</td>
<td>3900 Arlington Highlands Boulevard&lt;br&gt;Suite 237&lt;br&gt;Arlington, TX 76018-6038&lt;br&gt;817 505-4200&lt;br&gt;817 557-3483 FAX</td>
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<td>1340 Adabel Drive&lt;br&gt;El Paso TX 79936-6954&lt;br&gt;Phone: (915) 599-5900</td>
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<td>Houston Campus</td>
<td>11451 Katy Freeway&lt;br&gt;Houston, TX 77079-2004&lt;br&gt;713 465-9966</td>
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<td>4888 Loop Central Drive&lt;br&gt;Houston, TX 77081-2211&lt;br&gt;713 465-9966</td>
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<td>Woodlands Learning Center</td>
<td>24624 Interstate 45&lt;br&gt;Spring, TX 77386-1935&lt;br&gt;281 298-3500&lt;br&gt;281 419-3860 FAX</td>
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<td>McAllen Campus</td>
<td>4201 South Shary Road&lt;br&gt;Mission, TX 78572-1578&lt;br&gt;956 519-5800</td>
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<td>San Antonio Campus</td>
<td>8200 IH-10 West&lt;br&gt;Suite 100&lt;br&gt;San Antonio, TX 78230-3876&lt;br&gt;210 524-2100&lt;br&gt;800 697-8223</td>
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<tr>
<td>Utah Locations</td>
<td>Utah Campus</td>
<td>5373 South Green Street&lt;br&gt;Salt Lake City, UT 84123-4642&lt;br&gt;801 263-1444</td>
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<td>North Davis Learning Center</td>
<td>1366 Legend Hills Drive&lt;br&gt;Clearfield, UT 84015-1585&lt;br&gt;801 825-1891&lt;br&gt;800 224-2844&lt;br&gt;801 773-5297 FAX</td>
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<td>South Jordan Learning Center</td>
<td>10235 S Jordan Gateway&lt;br&gt;South Jordan, UT 84095-4187&lt;br&gt;801 727-3000</td>
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<tr>
<td></td>
<td>St. George Learning Center</td>
<td>965 East 700 South&lt;br&gt;St. George, UT 84790-4082&lt;br&gt;801 263-1444</td>
</tr>
<tr>
<td>Virginia Locations</td>
<td>Arlington Learning Center</td>
<td>1800 South Bell Street&lt;br&gt;Suite 100&lt;br&gt;Arlington, VA 22202-3546&lt;br&gt;571 227-7075&lt;br&gt;703 416-2582 FAX</td>
</tr>
<tr>
<td></td>
<td>Richmond - Virginia Beach Campus</td>
<td>9750 West Broad Street&lt;br&gt;Glen Allen, VA 23060-4169&lt;br&gt;804 281-3900</td>
</tr>
<tr>
<td></td>
<td>Virginia Beach Learning Center</td>
<td>150 Central Park Ave&lt;br&gt;Virginia Beach, VA 23462&lt;br&gt;757 493-6300</td>
</tr>
<tr>
<td>Washington Locations</td>
<td>Western Washington Campus</td>
<td>7100 Fort Dent Way&lt;br&gt;Suite 100&lt;br&gt;Tukwila, WA 98188-8553&lt;br&gt;425 572-1600</td>
</tr>
<tr>
<td></td>
<td>Milwaukee Main Campus</td>
<td>10850 West Park Place&lt;br&gt;Suite 150&lt;br&gt;Milwaukee, WI 53224-3606&lt;br&gt;414 410-7900</td>
</tr>
<tr>
<td>Online</td>
<td>Online Campus and Administrative Offices</td>
<td>1625 West Fountainhead Pkwy&lt;br&gt;Tempe, AZ 85282-2371&lt;br&gt;602 557-2000</td>
</tr>
<tr>
<td>International Locations</td>
<td>Asia Pacific Military Campus</td>
<td>Kadena AFB&lt;br&gt;18 MSS/DPE Unit 5134&lt;br&gt;APO AP 96368&lt;br&gt;011-81-611-732-8508&lt;br&gt;011-81-611-734-5303 FAX</td>
</tr>
</tbody>
</table>
### UNIVERSITY ADMINISTRATION (Boston)

#### University of Phoenix Board of Trustees

<table>
<thead>
<tr>
<th>Independent Trustees</th>
<th>Other Trustees</th>
<th>Group, Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merrilee Lewis Engel, PhD - Chair</td>
<td>William Pepicello, PhD</td>
<td>Joseph L. D’Amico, Trustee</td>
</tr>
<tr>
<td>President Emeritus Cosumnes River College,</td>
<td>President of Executive Director</td>
<td>Apollo Education Group, Inc.</td>
</tr>
<tr>
<td>Sacramento</td>
<td>Boys and Girls Clubs</td>
<td>Roy A. Herberger, Jr., PhD</td>
</tr>
<tr>
<td>Celestino Fernandez, PhD - Vice Chair</td>
<td>William Pepicello, PhD</td>
<td>President Emeritus</td>
</tr>
<tr>
<td>Professor of Sociology University of Arizona</td>
<td>President, University of Phoenix</td>
<td>Thunderbird, School of</td>
</tr>
<tr>
<td></td>
<td>Gregory Cappelli</td>
<td>Global Management</td>
</tr>
</tbody>
</table>

#### Massachusetts Local Advisory Board of Trustees

<table>
<thead>
<tr>
<th>Massachusetts Local Advisory Board of Trustees</th>
<th>Compliance Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jodi Ashbrook, EdD - Campus Director University of Phoenix</td>
<td>SHIRE</td>
</tr>
<tr>
<td>Allison Moroz - Director of Academic Affairs University of Phoenix</td>
<td>Victoria Watterman CEO Girls Inc. of Worcester</td>
</tr>
<tr>
<td>Ardhith Tennant - University of Phoenix Alumni</td>
<td>Dorrin Exford - Director of Learning and Organizational Development Yankee Candle</td>
</tr>
</tbody>
</table>

#### University of Phoenix Senior Administration

| William Pepicello, PhD - President             | Byron Jones - Chief Financial Officer | Russ Paden, PhD - Senior Vice President, Academic Operations |
| Meredith Curley, PhD - Interim Provost         | Lee Finkel - Senior Vice President, Academic Administration |                                           |
| Jerrad Tausz                                   | Cheryl Naumann - Senior Vice President, Human Resources |                                           |

#### Enrollment Services Administration

<table>
<thead>
<tr>
<th>Brent Fitch - Senior Vice President Enrollment Services</th>
<th>John Durling - Vice President Enrollment, College of Health Sciences and Nursing</th>
<th>Maria Zuzich - Vice President Enrollment, College of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brett Romney - Vice President Enrollment, College of Humanities and Social Sciences</td>
<td>Josh Hatch - Vice President Enrollment Operations</td>
<td>Mark Mendoza - Vice President Enrollment, College of Information Systems and Technology</td>
</tr>
<tr>
<td>Chris Gloor - Vice President Enrollment, College of Criminal Justice and Security</td>
<td>Kay Poinier - Vice President Enrollment, School of Advanced Studies and Specialty College</td>
<td>Wade Anderson - Vice President Enrollment, School of Business</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lola Oyewole</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sr. Director Human Resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enrollment Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ruth Henson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sr. Director Financial Planning and Analysis Enrollment Services</td>
</tr>
</tbody>
</table>
ACADEMIC CABINET

Academic Cabinet Members
The Academic Cabinet shall be comprised of the following voting members:

• The Provost (Chairperson)
• The Vice President for Academic Affairs Operations
• The Vice President of Instructional Materials and Technology
• The Associate Vice Presidents of Academic Affairs
• A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the Undergraduate Bachelor programs.
• A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the Graduate Master’s programs.
• A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the Graduate Doctorate programs.
• A member of the Administrative Faculty and Two Lead faculty members from the Associates programs.

Academic Council Members
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.
• Vice President of Office of Admissions and Records
• 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
• Enrollment/Apollo Learning and Professional Development
• Office of Dismissions & Records
• Directors & Management
• Program and Policy Implementation teams
• Veterans Affairs
• Apollo Ethics and Compliance
• University Strategy
• Strategic Integration and Organizational Effectiveness
• Office of Dispute Management
FACULTY (Boston)

COLLEGE OF HUMANITIES AND SCIENCES

Executive Dean
Constance St. Germain, EdD

Academic Dean
Robert Ridel, PhD

Associate Dean
Natasha Bryant, PhD

Assistant Dean
Shawn McCowan, PhD

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
Mohammad Agwa, PhD
Warsaw School of Economics

Pilar Bermudez, MA
University of Miami

Christine Casatelli, MPA
Harvard University

Maureen Chisholm, MSM
Lesley University

Owen Conway, DC
University of Western States

Sandra Coswatte, MA
West Virginia University

William Dausey, MBA
Harvard University

Marie Denneen, MAED
Suffolk University

John Di Cicco, PHD
Capella University

William Frost, EDD
Nova Southeastern University

Anthony Gemmellaro, MS
University of Massachusetts Lowell

Debora Goodwill, MED
Worcester State University

Joan Holt MLS,
University of Pittsburgh

Michael Holt, JD
Suffolk University

Jorge (Geoge) Hurtarte, PHD
Auburn University

Sharon Keenan, MED
Harvard University

Coleman Kelly, MED
Boston State College

Robert Khederian, MS
Worcester Polytechnic Institute

Paul Korzeniowski, MED
Framingham State University

Thomas Leamy, MA
Northeastern University

David Mohr, PHD
Bowling Green State University

Allison Moroz, JD
Southern New England School of Law

John Mullin, MBA
Babson College

Svetlana Nikitina, MED
Harvard University

Fardin Oliaei, PHD
Western Michigan University

Ronald Pacy, PhD
State University of New York at Buffalo

Vincent Palmieri, MA
Bridgewater State College

Sundar Rajan Ramaswamy, PHD
Indian Inst of Tech Kanpur

Kimberly Raposo, MS
Northeastern University

Victor Raymond, DBA
Argosy University - Sarasota

Roderick Rooney, MM
Cambridge College - MA

Jerry Steinhofer, PHD
Brown University

Jeffrey Symnkywicz, MDIV
Harvard University

Michael Vella, MED
Salem State University

Sandra Walsh, MBA
Nichols College

Rhonda Waters, PHD
Union Institute and University

COLLEGE OF CRIMINAL JUSTICE AND SECURITY

Dean
James Ness, PhD

Associate Dean
E. Franz Walsh, DBA

Assistant Dean
Donald Munday, EdD

Campus College Chairs

Atlanta Campus
Steve Northam, DPA
Valdosta State University

Central Valley Campus
Ana Moore, JD
San Joaquin School of Law

Detroit Campus
Catherine Castiglione, MS

University of Detroit Mercy

El Paso Campus
Claudio (Tony) Morales, MAOM
University of Phoenix

Las Vegas Campus
Daniel Barry, MA

Memphis Campus
Rick Douglass, MBA
Union University

Phoenix Campus
Reggie Grigsby, MAOM
University of Phoenix

Sacramento Valley Campus
Steven Campos, MS
California State University

San Diego Campus
Raymond Rawlins, MIS

University of Phoenix

Southern California Campus
J. Phil Parker, MBA

Program Managers

San Diego Campus
Donna Hernandez, MFS
National University

Southern California Campus
John Hullar, MPA
California State University

Campus Area Chairs
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

Criminal Justice and Security

Faculty
Pilar Bermudez, MA
University of Miami

Jorge (Geoge) Hurtarte, PHD
Auburn University

Joseph Maksin, MBA
Suffolk University

Fardin Oliaei, PHD
Western Michigan University

Ronald Pacy, PhD
State University of New York at Buffalo

Vincent Palmieri, MA
Bridgewater State College

Victor Raymond, DBA
Argosy University - Sarasota
Executive Dean
Constance St. Germain, EdD

Dean
Lynn Hall, EdD

Associate Dean
Stephen Sharp, PhD

Assistant Dean
Ellen Kelpsh, EdD
Jaseon Outlaw, PhD
Keith Bennett, MAEd

Campus College Chairs

Bay Area Campus
Ryan Berman, PsyD
Wright Institute

Central Valley Campus
Donald “Rick” Froyd, Jr., PhD

Chicago Campus
Mabel Menard, MS
Radford University

Cleveland Campus
Jeany Tri, MAEd
University of Akron

Colorado Campus
Jean Miller, MA
Regis University

Detroit Campus
Cora Haskins, PhD
Oakland University

El Paso Campus
Rebecca Robles, MEd
University of Texas

Houston Campus
Kenneth Farenick, EdD
Texas Southern University

Las Vegas Campus
Allie Pashley, PsyD
Alliant International University
Los Angeles

New Mexico Campus
Linda Salomone, PhD
University of New Mexico

North Florida Campus
Michelle Bailey, EdD
Nova Southeastern University

Northern Nevada Campus
Katherine Unthank, PhD
The Institute of Transpersonal Psychology

Phoenix Campus
Patricia Kerstner, PhD
Arizona State University

Sacramento Valley Campus
Carlos Flores, MS
California State University

San Diego Campus
Lynn Lunceford, PsyD
Alliant International University
Cornerstone

Savannah Campus
Dana Taylor, EdD
Argosy University

Southern Arizona Campus
Ramona Gayle, PhD

Southern California Campus
Maryjo Trombley, PhD
Howard University

Utah Campus
Randy Buckner, PhD
Tennessee State University

West Michigan Campus
Lyle Labardee MS
Gannon University

Program Managers

Bay Area Campus
Charlene Blount, MS

Central Valley Campus
True Moua, MBA
University of Phoenix

Colorado Campus
Jaime Primiano MSC
University of Phoenix

Detroit Campus
Bonita Pedrosi, MS/CP
Eastern Michigan University

Las Vegas Campus
Linda Quast, MBA
Ashford University

Oklahoma City Campus
William Powers MS/P
University of Phoenix

Phoenix Campus
Tony Foda, PhD
Walden University

Sacramento Valley Campus
Rosamaria Cerez, MAOM
University of Phoenix

San Diego Campus
Barbara Burt, PsyD
Southern California Seminary

Southern California Campus
Michelle Crawford-Morrison, MA

Utah Campus
Jan Adams, MA
University of Utah
Sarah DeHaan, MSC/MHC
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.
• Counseling
• Human Services
• Psychology

Faculty
Christine Casatelli, MPA
Harvard University
Maureen Chisholm, MS
Lesley University
Sandra Coswatte, MA
West Virginia University
Debora Goodwill, MED
Worcester State University
Michael Holt, JD
Suffolk University
Sharon Keenan, MED
Harvard University
Thomas Leamy, MA
Northeastern University
Thomas Mcclain, MA
Capella University
David Mohr, PHD
Bowling Green State University
Allison Moroz, JD
Southern New England School of Law
Svetlana Nikitina, MED
Harvard University
Ronald Pacy, PHD
State University of New York at Buffalo
Vincent Palmieri, MA
Bridgewater State College
Victor Raymond, DBA
Argosy University - Sarasota
Roderick Rooney, MM
Cambridge College - Ma

UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS

Executive Dean
Ruth Veloria, MM

Dean of Operations
Amy Stanar, MBA

Associate Dean
Alisa Fleming, MBA

Assistant Dean
Kevin Wihelmsen, MBA

Program Managers

Boston Campus
Mohammad Agwa, PhD
Warsaw School of Economics

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
Mohammad Agwa, PHD
Warsaw School of Economics
Virgil Bagdonas, MBA
University of Hartford
Angela Callahan, MS
Cumberland University
Robert Carroll, MBA
Webster University
Maureen Chisholm, MSM
Lesley University
Tracie Coop, JD
Suffolk University
William Dausey, MBA
Harvard University
John Di Cicco, PHD
Capella University
Monica Frechette, MSM
Eastern Nazarene College
Mark Glasier, MBA
Anna Maria College
Joseph Gorman, MSE
Brandeis University
Diana Harootian, MBA
Bentley College
Beverley Hollingsworth, PHD
Walden University
Michael Holt, JD
Suffolk University
Jorge (Jeorge) Hurtarte, PHD
Auburn University
Ifat Khan, EDD
University of Phoenix
Daniel Lavoie, MBA
University of Phoenix
Rhonda Livingston, MBA
Curry College
Jeffrey Lovelace, MBA
American University Dc
Kathy Lucas, MBA
Boston University
Joseph Maksin, MBA
Suffolk University
John Martorana, JD
Massachusetts School of Law at Andover
David Mohr, PHD
Bowling Green State University
Allison Moroz, JD
Southern New England School of Law
John Mullin, MBA
Babson College
Fardin Ollaei, PHD
Western Michigan University
Jodi O'Neill, MSM
Eastern Nazarene College
Ronald Pacy, PHD
State University of New York at Buffalo
Kristen Park, MBA
Rutgers State University Nj-Newark
Jacqueline Porro, JD
Fordham University
Godwin Quashigah, MBA
The University of Dallas
Herbert Radford, MIM
Thunderbird School of Global Management
James Raffa, JD
Suffolk University
Sundar Rajan Ramaswamy, PHD
Indian Inst of Tech Kanpur
Victor Raymond, DBA
Argosy University - Sarasota
Roderick Rooney, MM
Cambridge College - Ma
Don Root, MSCIS
Bentley College
Donna Rosentrater, MBA
Rivier College
Subhendu Roy, PHD
Boston University
Nicholas Sarantopoulos, DBA
University of Phoenix
Jeffrey Schiebe, MBA
Babson College
David Scott, JD
Western New England College
Rhonda Waters, PHD
Union Institute and University
Christopher Webber MBA
Babson College
Walter (Walt) Wise, MSCIS
University of Phoenix
Andrew Wong, JD
American University Dc

Executive Dean
Dennis Bonilla, MBA

Associate Dean
Bradley Purdy, DM

Campus Area Chairs
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
• Analysis and Communications
• Business Systems
• Technology

Faculty
Virgil Bagdonas, MBA
University of Hartford
Elliot Chikofsky, MS
University of Michigan
Beth Cohen, MA
Boston University
Shaun De Witt, MS
University of Massachusetts Lowell
Joseph Gorman, MSE
Brandeis University
Daniel Lavoie, MBA
University of Phoenix
David Priddle, MBA
Babson College
John Priest, MS
Johns Hopkins University
Sundar Rajan Ramaswamy, PHD
Indian Inst of Tech Kanpur
Victor Raymond, DBA
Argosy University - Sarasota
Don Root, MSCIS
Bentley College
Donna Rosentrater, MBA
Rivier College
Walter (Walt) Wise, MSCIS
University of Phoenix

COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY
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